DOCUMENT RESUME

ED 238 821 SP 022 507

TITLE	Teachers Express: When You Need a Good Idea Overnight [and] Bright Ideas. [A Compilation of Columns from Nine Issues of Instructor Magazine, August 1982 - May 1983.]
INSTITUTION	ERIC Clearinghouse on Teacher Education, Washington, D.C.
PUB DATE	[83]
NOTE	61p.
PUB TYPE	Journal Articles (080) -- Guides - Classroom Use - Guides (For Teachers) (052)
JOURNAL CIT	Instructor; v92 n1-9 Aug 1982-May 1983
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Art Activities; Basic Skills; Bulletin Boards; *Class Activities; Classroom Techniques; Educational Games; Elementary Education; *Learning Activities; Student Motivation; Teacher Developed Materials; *Teaching Methods
IDENTIFIERS	Holidays; PF Project

ABSTRACT

"Teachers Express" (formerly titled "Bright Ideas") is a regular feature carried by the "Instructor" magazine and is designed for the in-a-hurry elementary classroom teacher who likes to stash a few good ideas away before an occasion demands one. These quick tips submitted by teachers are intended to spark interest, end chaos, teach basic skills, lighten moods, or organize the classroom--all with a minimum of time and effort. Many ideas for games, bulletin boards, and art projects are included in this compilation along with numerous activities for teaching or reinforcing skills in reading, writing, mathematics, and science. Activities for Saint Patrick's Day, Valentine's Day, Thanksgiving, Halloween, and Easter are also included. (JH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED238821

Teachers Express: When You Need a Good Idea Overnight [and] Bright Ideas. [A Compilation of Columns from Nine Issues of Instructor Magazine, August 1982 - May 1983.]

Compiled by

ERIC Clearinghouse on Teacher Education,
Washington, DC

Reprinted from INSTRUCTOR, August 1982 through May 1983.
Copyright (c) 1982/83 by the Instructor Publications, Inc.
Used by permission.

SP022507

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Pamela Lawson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Teachers EXPRESS

when you need a

These pages are designed expressly for the in-a-hurry teacher who likes to stash a few good ideas away *before* an occasion demands one! The quick tips you'll find here will spark interest, end chaos, teach basic skills, lighten moods, or even organize your room—all with a minimum of time and effort. They'll put you on the fast track—and keep you there all year long!

WORKS OF ART

This quick art idea will give your students' imaginations a real workout! Cut out several pictures of people, animals, or objects from discarded magazines, making sure to trim each figure carefully. Then distribute two of these pictures to every child in your class. Choose pairs that appear as unrelated as possible, along with a sheet of plain, white drawing paper. Students are to paste the pictures to the paper in any positions they choose, then use crayons to draw larger pictures incorporating them. When completed, the magazine pictures should blend into their created surroundings. *PAM KLAWITTER*

JOIN THE BOOK BLURBS!

Looking for a way to boost your students' interest in reading? Try starting a "Book Blurb Club!" Nothing gets kids more excited than the chance to become a member of a special club. Introduce the club by explaining that a book blurb usually appears on the front or inside of a book jacket and supplies information about the author along with a brief synopsis of the book. In other words, book blurbs are meant to get potential readers interested. Now explain that any child who would like to join the Book Blurb Club must read at least five books and write a blurb for each one. (No copied blurbs will be accepted!) After a child has read the books and written the designated five blurbs, he or she will be awarded a special button that reads, "I've joined the book blurbs!" You can make these buttons by laminating small tagboard discs and printing on them with colored markers. Then use heavy tape to attach a safety pin to the back of each one. You'll be surprised at how interested your students become in reading.

KARL GERLACH and ELIZABETH CHURCH

EXPRESS TIP #1

Every time I open a new package of rubber bands, I take them out of the bag or box and slip them onto a metal shower-curtain ring. When needed, I slip them off one at a time, reclose the ring, and hang it on a hook behind my desk. *JOAN VALENTE*

SILLY SENTENCES

Here's a quick and easy language arts idea that doubles as an art project. Divide your class into two groups. The first group should list five different sentence subjects while the second group lists five different predicates. Circulate between the two groups, helping the kids expand their subjects and predicates to form longer, more interesting phrases. For instance, the simple subject *dog* could become *a cold, shivering Saint Bernard puppy with scraggly, wet fur.* When the groups have finished their lists, ask a volunteer from the first group to print one complete subject on the board; then have a student from the second group finish the sentence with a complete predicate. Continue until all five sentences have been printed on the chalkboard. Then let each child choose one sentence to illustrate.

LOIS FRAZIER

SYMMETRY

When my fifth graders' first attempts at portrait drawing coincided with the introduction of symmetry in math class, it seemed only natural to bring the two disciplines together. After all, what could be a better example of symmetry than the human body? So I instructed students to look through old magazines for frontal views of faces. Then I divided the class into pairs and gave each pair one half of the same picture to work with. The students glued their pictures to white drawing paper, then sketched in the missing half, attempting to match the shape of the head and facial features as closely as possible. They also learned to blend and shade a limited choice of crayon colors to achieve realistic skin tones. When the drawings were completed, we mounted them on dark construction paper and taped them to our classroom walls. *VIRGINIA BATEMAN*

CALL VVV-VIII

To teach the Roman numerals from I to X, translate phone numbers from Arabic to Roman. Put a child's phone number in Roman numerals on the board and ask whose number it is. To teach larger numerals and how Roman numerals are combined, write out street addresses.

CHAYA FEFERKORN

ACRONYM FUN

"Scuba," as some of your students will be able to tell you, stands for Self-Contained Underwater Breathing Apparatus. This acronym and others can lead to an enjoyable language arts activity. Have students describe themselves using their names as acronyms. (For example, Sue becomes *S*weet, *U*nderestimated, and *E*arly.) Now ask them to describe or define a word as if it were an acronym. One of my students described "diet" as "*D*on't eat candy, *I*ce cream a no-no, *E*xclude soft drinks, and *T*amales—no."

JOYCE CLARK

Instructor; v92 n1 p50-52, 54-55, 58-65 August 1982.

good idea overnight

FLUENT FACTS

Here's a great activity I use in my classroom whenever we've got some extra time to fill. I simply print the answer to a question relating to a math, science, or social studies fact on my chalkboard, set an egg timer for five minutes, and instruct my kids to think of as many questions as they can that might have that answer. For instance, if the answer is *George Washington,* some possible questions might be: Who was the first president of the United States? What famous person had a wife named Martha? Or, who was commander in chief during the American Revolution? When the timer goes off, students must put their pens down immediately and count the number of complete questions they've written. The child with the greatest number of questions wins. Then that student must read his or her questions aloud for the rest of the class to check. If any of the questions don't match the answer correctly, he or she is disqualified and the student with the next highest number of questions is designated the winner.

My kids really look forward to this activity—and barely realize that it's actually a form of review! *SUE KREIBICH*

COMPOUND CAPERS

The following activities will help your students learn how to make compound words. (Stress that compound words must make sense.)

Write some words on cones (inverted triangles of construction paper) and some on round "scoops of ice cream." Pin these up randomly on a bulletin board. Tell students to place ice cream scoops on correct cones to form compounds.

Now use a felt-tip marker to write half of a compound word on one jelly bean and the other half on another. Mix all the beans in a bowl. Instruct students to match up the candies by lining them up on a table. Then have them copy the compound words on paper.

For a more active approach, draw an outline for a hopscotch game. On each square write a word that can be used to build a compound word. Each player must add a word he or she thinks of to the word on which he or she lands and then say the compound word.

ROBERTA KARSTADT

LITTLE LITTER BAGS

As a new teacher I found it frustrating when I had to interrupt my teaching to allow a student to make a trip to the pencil sharpener. My solution was the little litter bag. Even the class nonconformist liked the idea of using his own private litter bag for pencil shavings. (The gift of a hand pencil sharpener was added motivation.) After students decorated their own small paper bags with crayon drawings and cutout designs, they taped their bags to the edges of their desks. To prevent spills, I appointed a class monitor to empty the bags daily.

DONALD ROBERT KERN

CREATIVE MAP COLLAGE

If you're looking for a way to culminate your unit on modern American history, try this idea. Have students draw large outline maps of the United States; then fill them in with magazine or newspaper pictures of contemporary American scenes. These scenes should illustrate some of the subjects your class has studied, such as social problems, urban development, environment, politics, and the arts. *ELFRIEDA PIERCE*

ILLUSTRATED ALPHABETS

Students can donate this illustrated alphabet wall-hanging to a local hospital's pediatric ward. First, cut one piece of 28" by 49" white fabric into 7" squares. Each student practices illustrating an alphabet letter on a 7" square of paper before duplicating the design on the fabric square with crayon. Design two more squares, one to introduce your alphabet and one to be the last square. Iron fabric squares under waxed paper to keep crayon from smearing and then machine-stitch the blocks together. Using a second piece of white fabric for backing, place the alphabet and this fabric right sides together. Sew three sides, turn right side out, then slip-stitch the fourth side. *BARBARA LASSMAN*

HANDSOME HANDS

Every child has traced his or her hands for an art project. Try a variation in which children add rings and fingernail polish to fingers, and bracelets and sleeves with cuffs to wrists. Use buttons, paper, crayons, or whatever else is available for decoration.

ANITA BAILEY LANIER

EXPRESS TIP #2

To help you count up the successes of the year, make yourself a set of these fill-in forms to keep ready in your desk drawer. Whenever a student says or does something that makes you feel good, write it in on this form. You'll enjoy reading the notes later, particularly when feeling frustrated.

I was really surprised when _____(fill in name) was able to _____(fill in accomplishment).

I couldn't help laughing when _____(fill in name) _____(fill in humorous anecdote).

_____(Child's name) really touched me when _____ (fill in event).

The parents of _____(fill in name) were responsive when I suggested _____(fill in suggestion).

SYLVIA L. LEWIS

Teachers EXPRESS

THE SHAPE OF THINGS

This activity will not only test your primary students' abilities to recognize different colors, shapes, and objects, it will also improve their listening skills. Start by dividing a 12" × 20" sheet of white poster board into 15 four-inch squares. Randomly draw five squares, five circles, and five triangles on the board, one figure per square. Now choose five colors your students are familiar with and use them to shade the figures (three random shapes per color), then cover the gameboard with clear, self-adhesive paper. Now fill a shoe box with 15 objects that are easy to identify and small enough to fit in the squares, such as a spool, a bottlecap, a penny, a toy car, and so on. No two objects should be alike. Finally, prepare a list of simple instructions concerning the board and the objects in the box and record them on blank cassette tape. (If you don't have access to a tape recorder you can give the instructions orally.) Some sample instructions are: Place the toy car on the red square, place the spool on the yellow circle, and so on. Then let students take turns playing the tape and carrying out the instructions.

PAM KLAWITTER

SAILBOAT PICTURES

Cut out trapezoid-shaped pieces of fabric to use as the base of sailboat pictures. The child pastes this fabric boat bottom to a piece of paper and completes the sea scene with paint. Paint colorful sails and a pole for the mast. To paint the water, use a sponge or brush.

JOAN MARY MACEY

ADD A SQUIGGLE

After students have worked hard at learning something difficult, have them let off steam in this add-a-squiggle game. Each team of students is given a section of chalkboard marked with a squiggle. At the signal, team members—one after the other—add squiggles. The object is to make a complete picture. By the time each team member has had two or three turns, the picture usually changes several times.

ROSELLA M. CAVENESS

READY READERS ART

The Ready Readers art project results in a three-dimensional character holding a book.

On separate sheets of construction paper, design and cut out a set of hands, shoes, clothes, and hair. These can be any size desired, but all should be in proper proportion to each other. Fold a piece of the paper to make a book cover. (The cover will stick out from the flat art and be the three-dimensional part of your project.)

Now, on a white sheet of construction paper, glue on the cutout shoes, then the pants, skirt, or apron. Glue the hands to the sides of the book cover and add that to the figure. The hair should be the last to be glued to your figure. Now draw in your character's eyes peering over the book's edge.

If your Ready Readers are large, you could use an actual book jacket for the book, or children could design their book covers before they make their figures.

Extend the project by making a display of all the Ready Readers. Entitle it "You Can Tell a Book by Its Cover."

ANITA LANIER

NEWS TIPS

"Unfair Treatment Given Trevor" was the headline of a story thrown on my desk the day I told Trevor he couldn't go to recess until he finished his assignment.

Letting children write headlines and news stories about themselves is one way to inspire good writing. As a teacher, I've found teaching with newspapers both effective and entertaining in many other ways, too. (I was delighted with Trevor's story as it was the first assignment he had completed in weeks.)

Here are some starter ideas for the use of newspapers in your classroom: Identify full words for abbreviations used in the classifieds; copy a photo caption in your best handwriting; discover and define four-syllable words; determine subject and verb in headlines; categorize winning and losing words from sports headlines; compute the amount saved on percentages off items listed in ads; find a job in the help-wanted section that you would hate and say why; formulate your own opinion after reading an editorial; color the front page, making international items purple, national items yellow, regional items blue, local items red; collect data on health, energy, pollution, politics, or weather.

JOY LINDNER

SEEDS OF LEARNING

I begin collecting various types of seeds over the summer, such as pumpkin or squash seeds; then I take them to class with me in September. My kids use them for a variety of different learning activities, such as making sets, categorizing, and classifying. We also use them as counting beads, game pieces, or for figuring out the unknowns in number sentences. Once in a while, I'll plant a few seeds and let kids keep a daily record of their growth on a line or bar graph. We've even painted them and used them in art class to make colorful mosaics! Because they're such popular items, I find it necessary to replenish my seed supply throughout the year. It takes a little time to collect them, but what a payoff!

ELEANOR ANDERSON

overnight sensations for K-3

THE LONG AND SHORT OF IT

Here's a simple idea for a manipulative bulletin board that will familiarize students with long and short vowel sounds. Cover your board with light-colored paper. Then use thick felt-tipped pens or tempera paints to draw three or four short shelves on the left side of the paper and three or four longer shelves on the right side. Now instruct your kids to flip through old magazines, cutting out pictures of objects whose names contain long or short vowel sounds. The pictures should be of items that would actually fit on a shelf. Then have the students paste their chosen objects on the appropriately sized shelves, making sure to print the name of each object beside its picture. In no time at all, you'll have an attractive bulletin board display.

SANDRA J. FREY

ON THE LINE

I used to display the letters of the alphabet across the top of my chalkboard—until I realized that they were placed too high for my primary students to see! Now I print the letters on large tagboard squares and hang them on a clothesline, suspended between two closet doors. After my class is familiar with the letters, I scramble the cards and let kids rearrange them in their proper order. This reinforces visual discrimination in my students while introducing them to manipulative activities.

JONNY T. FRENCH

CUBE GAME

Two wooden or plastic cubes and two minutes time can produce a math game kids will love. With a permanent marker write the numerals 0 through 5 on the faces of one cube and 0 plus 6 through 10 on the other. To play, the child rolls one cube, names the numeral that lands on top, then claps, hops, or snaps fingers the correct number of times. The zero on each cube helps establish an understanding of the empty set.

MARY JO SHANNON

FAT CATS

Huggable bag cats are fun friends for primary grade children. To make one, divide an ordinary lunch bag into a head and a body with a black crayon. Give your cat a charming personality by using the black crayon to outline features and colored crayons to fill in details. (My second graders spent 50 minutes making their cats special.) While the bag is still flat, glue scraps of yarn, paper feet, hats, and assorted details. To make your cat fat, tear wads of newspapers and stuff until full. Then staple the top.

CAROL HUTCHISON

BEACH BALLS

Instead of the customary rectangular paper to paint on, give children large circular pieces of brown craft paper. Have them make beach balls out of the paper by painting colorful stripes on them. For variation, suggest painting pizzas or chocolate chip cookies.

JOAN MARY MACEY

MAKE A SHAPE

A long piece of clothesline or rope is all you'll need for this simple activity that illustrates shapes. Arrange kids in various shape formations—three children to form a triangle, four to make a square, and the entire class to form a circle. Instruct kids to hold onto the rope or clothesline as you wrap it around the formation.

FLORENCE RIVES

THAT NUMBER IS . . .

Try this cute idea to give your students practice in using the telephone directory. First, on a blank cassette tape record five mock requests for directory assistance. One sample request might be: "Operator, may I please have the phone number for John T. Smith on River Drive in Fairmont? The spelling is S-M-I-T-H." Some of these requests should be for commercial numbers listed in the yellow pages.

Make sure you've left enough blank tape between each request for a student "operator" to give his or her name and respond, then place the recorder on a table or desk in your classroom along with the most recently published phone book for your area. Now choose one child to start the activity by playing the tape, looking up the requested phone numbers, and taping the responses as if he or she was actually a telephone operator. For instance, a student might reply, "That number is 255-2191" or, "I'm sorry, I show no listing for that name in Fairmont." When the first student has responded to all five requests, he or she should make up five more requests for the next child to answer, making sure to leave enough blank tape between each one for the response. Continue the activity until every child has had a turn at the tape recorder.

DEBRA BASS

EXPRESS TIP #3

To keep the drawstrings on my primary kids' sweat shirts, pants, and ski parkas from slipping out of place, I tie a button with a large enough hole onto each end of the string. This simple idea takes a little effort initially—but saves a lot of time in the long run!

PAMELA SHAW

PAPER DESIGNS

Instead of cutting out connecting paper dolls, cut rows of buildings, clouds, birds, trees, and cars.

JOAN MARY MACEY

ONE AND TWO

Here's a simple pantomime your kids will really enjoy. Read the poem aloud to your class several times, then encourage children to say the words with you as they perform the actions.

Here is one foot. *(Show one foot.)*
Ready to go home.
Hurry, two, *(Show the other foot.)*
Put on your shoe. *(Pretend to put on a shoe.)*
One cannot go alone. *(Take marching steps.)*

Here is one hand *(Hold up one hand.)*
Waiting on my lap. *(Put hand on lap.)*
Come one, two, *(Hold up two hands.)*
I'll play with you.
It takes two hands to clap. *(Clap hands.)*

Here is one eye. *(Point to one eye.)*
Can you see me wink? *(Wink one eye.)*
Show me, two, *(Point to other eye.)*
What you can do.
I know that you can blink. *(Blink eyes.)*

MARION G. WALKER

THE EARS GAME

Adapt the game of bingo to a listening lesson called Ears. A tape recording of household, outdoor, and school noises along with bingo cards of pictures representing these sounds make up most of the game materials. When students hear a taped noise they can identify, they cover the appropriate square on their cards with a marker. One of the squares, labeled "Ears," is free.

Possible sounds to tape include footsteps; sounds of a washer, dryer, or vacuum sweeper; a telephone bell; hammering; children playing; traffic noise; the creak of a door opening; the ring of an alarm clock; sounds of water pouring, bacon frying, or car keys jangling. If you wish to use Ears a number of times throughout the year, you may want to make a second tape, arranging the sounds in a different order for variation. Also, when making the bingo cards, remember that each card should contain different pictures and be arranged differently so that few children will ever win at the same time.

CAROLYN M. WILHELM

BUGS, BUTTONS, AND TOES

At the start of the year make curriculum materials that will help introduce colors and numbers to your preschoolers. To teach colors, draw some small bugs on white poster board, cut out, and label each with a color. Cut slits in carpet samples and have children snuggle their bugs into the rugs of the right color.

For a number activity, purchase the kind of candy buttons that come on long strips of paper. Cut strips into pieces with 10 buttons each. Distribute one strip per child. Discover how many sets of 10s you have in class. How many candies do you have in all? Touch the raised candies. Finally, eat.

To illustrate how to count by 5s and 10s, make sets of surfboards with surfers' feet hooking over the edges of the boards. Place two feet (10 toes) on each of 10 of the boards, and on another set of 10 boards, place one foot (five toes) on each. Tell children that "hanging ten" and "hanging five" in surfers' lingo denotes the number of toes curled over the surfboard. Count by 10s the toes of the surfers that are hanging ten and by 5 those that are hanging five.

LOIS E. PUTNAM

THE INSIDE/OUTSIDE CATS

Use this flannel-board story to reinforce pupils' understanding of the words inside *and* outside. *Start by dividing your flannel board in half. On one side, create an outdoor scene, and on the other an indoor scene. Join the two sides with a door. Then read the story aloud, dramatizing the two key words.*

Tiger was an outside cat. He lived, slept, and ate outside; but in his heart he longed to be an inside cat.

Missy was an inside cat. She lived, slept, and ate inside; but in her heart she longed to be an outside cat.

Kathy lived in the house with Missy. Everyday when she came home from school, Tiger tried to get inside while Missy tried to get outside. And everyday, Kathy said, "Tiger, you're an outside cat and Missy, you're an inside cat. You both must stay where you are!"

One weekend, however, Kathy and her family went on vacation, and Aunt Sara came over to feed the cats. When she opened the door, Tiger slipped inside and Missy slipped outside—and Aunt Sara never noticed!

Tiger was so happy to be inside the house—until he got hungry. Where was his kitty dish? It was outside and he couldn't reach it!

Missy was happy to be outside until she got hungry, too. Where was her kitty dish? Inside! And she was outside!

The next day, Aunt Sara came back. When she opened the door, Missy scrambled back inside, while Tiger slipped outside again.

When Kathy came home, she was surprised to find that Tiger had stopped trying to get inside and Missy stopped trying to get outside. "What happened to those cats?" she wondered. But Tiger never told. And Missy never told. And Kathy never did find out!

MARION G. WALKER

EXPRESS TIP #4

If you work with small children you probably spend a lot of time on your knees—which can be very painful! Why not solve the problem by investing in a pair of sports knee pads that can be slipped on over pants or nylon stockings.

SARA WARREN

POPCORN!

Dad pours the oil in the pan,
then switches on the heat.
He adds the kernels, small and hard;
Oh! This will be a treat!
Suddenly, one pops—and then
Pop! Pop! All around.
The kernels become popcorn;
then gently settle down.

As you recite the first two lines, students should pantomime the action of pouring oil and turning on the stove. For lines three and four, they should form a tighter circle and curl up like popcorn kernels. On line five, one student should pop up from the floor and continue "popping" until the rest of the kids join in on lines six and seven. When you recite the last line, all the "kernels" should sit on the floor.*CAROL ANN PIGGINS*

Teachers EXPRESS

LINE STUDY

The study of lines usually is associated with mathematics but could apply to art and language arts as well. Start by looking for lines in the environment. Find lines on houses, in playgrounds, streets, poles, and on trees. Photograph a subject that has definite lines (for instance, telephone wires) or draw these lines. Cut out pictures of things in lines from magazines. For example, your children might find rows of ducks, soldiers, dancers, and so on.

Now measure lines on the edges of boxes, window frames, and antennas. Study and explain the lines on maps and globes. Discuss the meaning of "line" in music, poetry, and art. Finally, define these phrases: bread lines, number lines, worry lines, hard line, fine line, clothesline, hairline, toe the line, lines of authority, and more.

BERNICE HAUSER

DESIGN A DREAM BEDROOM

This creative math activity will give kids plenty of practice in basic operations, fractions, and measurements. Best of all, it's an opportunity for them to apply math skills to a real-world situation. Have each child design a scale drawing of his or her dream bedroom. Give the kids two or three sheets of ¼" graph paper each and specify that one square equals six inches, two squares equal one foot, and so on. You might also want to distribute a basic guide sheet for this project that establishes the dimensions of the room to be used (10' × 12' is ample) and remind students to allow room for windows, a door, and a closet before any furnishings are added. Also, have a stack of department store catalogs available for kids to use when choosing furniture for their bedrooms. Most catalogs provide dimensions for beds, desks, bureaus, and so on; so students can be sure they'll have enough room for the items they choose. Initial drawings should be done in pencil, checked by you, then redrawn in ink or felt-tipped pens. You'll be surprised by the attractive designs your kids come up with! *BETH DEARDORFF*

PUNCH CARD READING

Set up a punch card system to encourage reading for enjoyment. After a child reads 10 pages of a book on his or her own, he or she shows you the book and you punch an index card with a paper puncher.

The children can rule off their own index cards, dividing them into 24 squares and numbering the squares 10, 20, 30, and so on, up to 240. When a card has been punched completely (240 pages read), I reward the reader. Although I keep the cards in a letter holder now, I'm looking for a time card holder at an office equipment sale to make the system more "official." This provides reinforcement every 10 pages for those who seem to need it often.

REBECCA HANSON

EXPRESS TIP #5

Hand out fast-food restaurant menus, and you're ready for a quick-order arithmetic lesson. Just list a fast-food order on the board—three double hamburgers, two small onion rings, french fries, two milks, one strawberry shake—and ask students to calculate the check using the prices listed on their menus.

BECKY DOYLE

FIZZLEBEE GAME

This game takes a short time to make, but it sure goes a long way toward reinforcing basic facts! Start with a package of 100 paper plates. Staple pairs of plates together to make 50 "fizzlebees." (They will resemble small flying saucers.) Then paint them in bright colors and let the paint dry thoroughly. Next, print questions on any subject area on unlined index cards, one question to a card, and glue one card to the top of each fizzlebee. To play the game, divide your class into two teams and place an open-topped cardboard box at the front of your classroom. Team members are to stand behind a line, about 15 or 20 feet away from the box. The first member of one team must then select a fizzlebee and attempt to answer the question printed on the card. If he or she does so correctly, that player may try to toss the fizzlebee into the box. If the question is not answered correctly, the player's team forfeits the chance to toss a fizzlebee. When all students have had one turn each, the team who successfully landed the most fizzlebees in the box wins. *DEAN KINDIG*

WALLPAPER SAMPLES

Ask a paint store for a wallpaper sample book, and you'll have all the materials you'll need for millions of projects. For starters, make paper hats; I cut out shapes and make match-up games, use images from the wallpaper designs to add to greeting cards, and make bookmarks and book covers. You also could make many learning tools. For instance, punch holes in the edges of two wallpaper samples and with yarn, weave them together on three sides to make a bag or envelope to hold learning games for your students. Use wallpaper samples, also, to make frames for special school photographs or reversible placemats for a class luncheon.

SILVANA CLARK

GOING ONCE, GOING TWICE

Want to reinforce math skills and increase interest in reading—all at the same time? Hold a book auction! For a week or so before the auction, ask students to bring in old books from home. (You might want to write a brief note to their parents, explaining why the books are needed.) Place all the books together on a table in the back of your classroom. On the day of the auction, establish a base amount of imaginary money that each child will be able to spend, select the first book, and open the bidding! Make sure each student keeps a running tally of his or her purchases throughout the auction so as not to exceed the base amount. Of course, kids get to keep (and read) their purchases! *BETH DEARDORFF*

Teachers EXPRESS

EMPTY CONTAINERS

Bring in your empty cereal boxes, cans, and detergent boxes for use in these language arts activities: Identify and categorize items according to whether they are used in kitchens, bathrooms, or outdoors. Find all the names using the "ch" sound or "f" sound; write a paragraph on why the product name suits the product; write an explanation of the purpose of the item and ask another student to guess which product is being described *DIANNE SELTZER*

EXPRESS TIP #6

Tired of breaking your nails when you pull staples out of your bulletin boards? Try this idea. Cut up several old cardboard boxes and use the cardboard sheets to cover your entire bulletin board, keeping them in place with small thumbtacks. Now cover the cardboard with brightly colored cloth. The cardboard underneath will form a soft cushion so you can attach pictures with straightpins which are easy to remove.

ANITA MARIE PARSONS

KEEPING UP WITH EVENTS

It's not always easy to interest kids in current events, but the following idea can help. To prepare for the activity, look through recent news magazines for pictures of current events and glue each one to a different index card or sheet of construction paper. On a separate set of cards, print a brief caption to accompany each picture card. Shuffle the caption cards and place them beside the stack of pictures on a table or desk. Let kids take turns attempting to match the pictures with the appropriate captions. You might want to print an answer key and keep it on your desk to make the activity self-checking. *MARY COBB*

p59

SAFARI

As a culminating activity to a unit on animals, go on an animal safari. Post pictures of animals in every imaginable area of the classroom. Gather a small group of children in a circle and, one by one, give each a clue. One clue might be, "Hunt for the animal that lives in its mother's pouch," while another could be, "Hunt for the large, thick-skinned animal with a horn." The child gets up to point to the animal and say its name. When everyone has identified several animals, declare a successful safari and hand out animal stickers.

For an animal activity for children who can read, make flash cards with an animal pictured on one half and several of its characteristics written on the other side. For instance, the panda card might read: "Found in China, looks like a bear, feeds on bamboo shoots." Now cut the cards apart in a zigzag design. Shuffle the pieces and have children match them up. *CATHY STEFANEC-OGREN*

POSITIVE PEER TOKENS

This method of improving children's behavior works well with emotionally troubled students. Called Positive Peer Giving, it involves students giving each other tokens when one notices another's positive social actions.

For instance, when Terry notices that Ted came quietly into the room today, whereas yesterday he was loud and disruptive, Terry raises his hand and asks the teacher and peer group whether he may give Ted a token for his behavior. If the group agrees that the action merits a token (a 2" × 2" card with the giver's name inscribed), Terry then may present his token. If Ted accepts the token graciously, he receives 100 points for accepting a positive comment and Terry gets 100 for making the comment.

At our school the art teacher even made each student four tokens, each with a special drawing. The giving and receiving of tokens has promoted self-esteem among students. *BOB BROWN*

NOT JUST A LOT OF HOT AIR

When introducing science concepts this year, why not rely on those all-time favorites: balloons! For instance, you can use them to demonstrate static electricity with the following experiment. You'll need two inflated balloons, two pieces of string, and two pieces of plain paper. As the class watches, rub the balloons in your hair. Then rub a sheet of paper against each balloon. Does the paper stick? Explain that it sticks because the balloons and the paper have unlike static charges—and unlike charges attract. Next, tie a piece of string to each balloon, and rub them both in your hair again. Hold both balloons in one hand. Do they move away from each other or toward each other? Explain that they move away from each other because they have the same static charges.

ULYSSES WELDON

GET THE MESSAGE!

Here's a simple game that will help increase your students' speed in using the dictionary. Start by printing a simple message on a scrap of paper, then transfer the message into code. To do this, you'll have to look up each word in the dictionary and substitute it with the word that immediately precedes it. For instance, if your message is, "Hop around your desk," the code-written sentence should read, "Hootenanny arose younker desist." To unravel the message, students are to look up each word in the dictionary, then substitute it with the word that appears immediately after it. The first student to carry out the instructions wins! *SANDRA J. FREY*

TV FRAMES

What scene would the TV camera have zoomed in on in 1492? In 1776? After considering such questions, your social studies class can make TV frames from cardboard by sandwiching two pieces of cardboard—one with its inner part cut out to look like a TV screen. Then tape the cardboards together on three sides so that pictures of "televised" historical events can be inserted. Now ask children to make a TV guide.

HOWARD SCHWARTZBERG

SHOPPING SPREE!

Here's a quick math activity that will help kids learn to budget money. Start by placing several department store catalogs on a table in your classroom. Then tell your students that they've each been awarded $300 (imaginary, of course!) with which to purchase any items they choose. They must make all their purchases through the catalogs provided, figure the sales tax on each item, then add them together, making sure not to go over the $300 limit.

BETH DEARDORFF

p.60

WHO LIVES ON 39TH STREET?

For children growing up in a crowded city, an apartment house is an ideal setting for a creative writing project. My children first drew an apartment building together and pasted in pictures in the windows of imaginary tenants. We named our tenants and then wrote brief biographies of each one. The children wanted at least one person living alone in an apartment as well as a newly married couple and several families with children. The names and ages of children were debated, but everyone agreed the imaginary families should have pets. This was probably because the children I taught did not have pets and wanted them.

Because they were writing about fictional characters, children were able to project genuine problems into the lives of their tenants. Their stories reflected the joys and anxieties of urban life. By changing the setting from an apartment building to a local clubhouse or neighborhood, every teacher can use this creative writing idea. It helps children write imaginatively and realistically.

MARGARET SHARP LEVINE

BENT ON BENDING

Here are some easy science activities that encourage kids to observe and manipulate ordinary objects.

Paper clip Bend a clip's outside leg 90 degrees to the clip. Count how many bends it takes to break the clip. Does the number of bends remain equal when different-sized clips are used? When different students do the bending?

String Place string on the desk and "bend" it into a 90-degree angle. If the string is creased with great pressure, does it remain sharply creased? Why or why not? What happens when you use kite string or nonplastic fishing line?

Paper Precut tablet paper, paper towels, waxed paper, and construction paper into 2" × 8" strips. Crease each strip sharply. How many complete bends and unbendings does it take before one half separates from the other? Which strip remains whole the longest? Why?

Wire Try this bending exercise with 8" lengths of coat-hanger wire and with high intensity "music wire" found in hobby stores. Does the paint chip or remain in place through repeated bendings? Which of the two wires should be used for radio antennas? Defend your answer.

Plastic straw After bending a straw several times, what occurs at the bend? Can the straw ever be straightened as it was originally? (While wire can be hammered or straightened fairly well in a vise, plastic straws cannot be.)

Cloth Cut strips of cloth (wool, nylon, corduroy, silk, denim). Crease each and compare. Spray starch on each, allow to dry, and try to crease again. Compare the way the cloths respond. Discuss reasons for the differences.

DONALD A. VANNAN

EXPRESS TIP #7

Prepare for parents' night at school by having children illustrate an event they remember about their parents. Have them tape the drawings to their desks, accompanied with notes asking, "Do you remember?" On the open-school evening, ask parents to respond to their child's drawing with a note or drawing of their own on the back of the paper.

BERNICE HAUSER

GARAGE SALE BUSINESS

To finance our third grade luncheon, we held a classroom garage sale. Before the big sale, students from every grade trudged into our room with bulging shopping bags of unwanted toys and games to donate. The third graders later debated the pricing of each item, agreeing to a 75-cent limit (except for an extremely valuable baseball glove which we decided to raffle off).

Each of my children created a poster to advertise the day. Several proved how enterprising they were by preparing desk signs inviting shoppers to look over "Low, low prices" or suggesting "Buy one, get one free." With the cooperation of other teachers, each class in school was assigned a shopping time. When merchandise started to dwindle rapidly, we made a quick decision to limit purchases to two items per child. At the end of the day, the third graders added up their earnings. Judging by the enthusiasm of my students, many future entrepreneurs were born that day.

BARBARA COHEN

Teachers EXPRESS

BE A "LOCATUS BARGAINUS!"

In these days of shrinking budgets, every teacher needs to be on the lookout for a good bargain! The following suggestions can help you identify sources of free or inexpensive teaching materials that can be yours for the asking. Just pick up the phone and put in a request!

Local businesses Many of the businesses in your area discard items every day that you can use in your classroom. For instance, printers often throw out boxes and boxes of paper. Don't let them do it! Phone the printers in your area and ask them to save their surpluses for you. You'll end up with more paper than you can ever use—brightly colored 3" × 5" cards, long paper strips, glossy paper, mat paper, writing paper—you name it—and it's all free!

What other bargains can a savvy teacher hope to find in the business world? How about computer printout sheets? Some businesses discard literally tons of them daily. You can use these extra-long sheets to make classroom banners or time lines for social studies projects. Your local pizza parlor can supply you with large cardboard discs that make great game spinners. And lumberyards may donate wood scraps for art and carpentry projects.

Public service organizations are another good source of free or inexpensive classroom materials. Ask your local Army, Navy, or Air Force recruiter for fliers or posters featuring pictures of ships or planes; then use them to supplement a unit on transportation. Your community hospital may donate outdated equipment such as stethoscopes, shot dispensers (without the needles, of course!), tongue depressors, and so on, that you can use in a careers unit or when discussing visits to the doctor.

Finally, keep your eyes open for items in department or grocery stores that may be regarded as junk. Cardboard boxes, shipping crates, plastic foam packing chips, and slightly used tissue paper can be put to good use in your classroom during art or play periods.

Rummage sales and thrift shops Need some old clothes for classroom plays or drama activities? A supply of inexpensive books to supplement your classroom library? An extra chair, lamp, or wooden table? If you can't get what you want from parents, rummage sales and thrift shops are your next best bet. In addition to clothes, furniture, and books, you can pick up lots of additions for your classroom cooking center such as pots, pans, measuring cups, utensils, and plates. Old socks make terrific hand puppets. Or try purchasing some small glass jars and filling them with wax melted down from old candles. Add waxed string wicks, and you've got great take-home gifts for your students! And don't overlook old necklaces you can unstring and use for counting beads.

Little-known sources Is there a vocational training school in your area? If so, students there may be willing to do simple carpentry, painting, or repair work in your classroom—at a fraction of its retail cost.

Need some fancy lettering done on the programs for your class drama production? Why not contact your high school's art department and offer to pay a talented student. Or better yet, see if you can convince the art teacher to make decorative lettering a class project—and donate the results to you. Then you can cut out individual letters and use them for bulletin board displays.

You might also consider bartering for school materials. For instance, if your school stage needs a new curtain and you know a fabric store owner whose child needs special tutoring, see if you can make a deal: you'll provide, say, nine one-hour tutoring sessions in exchange for the curtain. (State your terms very specifically, put them in writing, and make sure you both sign the sheet.)

Finally, many publishers, manufacturers, government agencies, and national business organizations provide free or inexpensive print materials that can be quite useful in the classroom. Check the book *Free Things for Teachers*, by Susan Osborn (Perigee Books, G.P. Putnam's Sons, New York, 1982), for a comprehensive listing of materials you can send for. *RHONDA BARFIELD*

p62

MONTHLY BOOK CONTEST

To encourage your children to read throughout the year, plan a monthly book contest. First, compile a book list; then jot down ideas for bulletin boards such as a pot of gold for March and an igloo for December. Every time a child reads a book from the list, he or she may add a decoration to the monthly bulletin board.

For instance, on the "pot of gold" bulletin board, the children add gold pieces inscribed with book titles and their names. For the "build an igloo" bulletin board, they stack up snowballs inscribed in the same manner.

For further motivation, give each child a bookmark after he or she has read a book. Each month, award the three top readers a prize. Plan to get parents involved, too, by requiring the children to read each book to an adult who then will sign a slip. *JO ANN McCRACKEN*

MATH MESSAGES

This is one of my favorite ideas for reinforcing basic math operations. I give my children a secret message written in code. Then they decode it by answering a set of math problems. Here's how it works: The letters *A* through *Z* correspond to the numbers *1* through *26*. For instance, if I wanted a message to read *H-E-L-L-O*, I would make up five math problems with the answers 8, 5, 12, 12, and 15, consecutively. Students simply convert the numbers to the letters of the alphabet, using the established code. After a little practice, I let them make up their own coded messages for classmates to unravel. *ANN MOSLOWITZ*

IMPROVING LETTER WRITING

You say your kids just aren't interested in letter writing? They'd rather pick up the phone than pick up a pen? I had the same problem with my students—until I hit on this idea. Once a week, my kids write and answer mock "Dear Abby" letters. Then they exchange papers with partners and answer each other's questions. I review all the letters to check for proper form, then return them the next day. This exercise not only gives kids practice in writing letters, it often sparks discussions of real-life problems.

DOROTHY ZJAWIN

NEW DEAL POLICY

That middle grade student whose "hidden" talent is playing cards while pretending to study deserves a new deal from his or her teacher. Try these card-game specials to motivate interest and eventually teach reading comprehension skills.

Examine the pictures of the jack, queen, and king of hearts. Ask the student for additions to the pictures that would clarify what they represent. Deal five cards and ask the child to compare any two. Now compare these two cards with their counterparts from another deck. Deal seven cards and ask that a child put the cards in their numerical hierarchy. Discuss what happens if two cards of the same value appear. What role does color or suit have in the hierarchy of cards? Ask students for literal and figurative meanings of terms such as "poker face," "ace in the hole," "a real joker," "jack of all trades," "card shark," "hit the deck." Read the dialogue between Alice and the queen of hearts in Lewis Carroll's *Alice Through the Looking Glass*.

MICHAEL T. GANCI

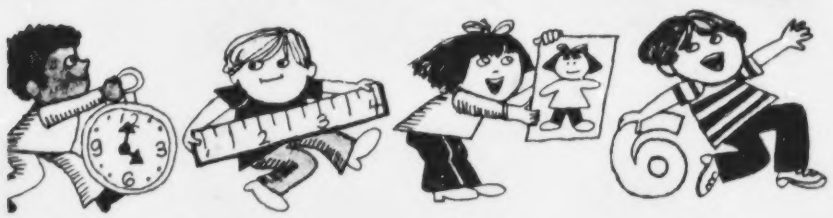
THE PARAGRAPH TREE

Bring a small tree to class and place it in a Christmas tree stand. Then, during language arts, draw an analogy between the tree and a paragraph. Label the roots "thoughts," the trunk "the main idea," and the branches "sentences." See whether the tree makes your class think of other analogies.

MAURICE BOZMAN

MY BAG IS . . .

Collect commercial shopping bags of different sizes. Each child writes a paragraph analyzing the geometric concepts (parallel lines, angles, squares, symmetry, triangles, octagons, circles) used in the design on one of the bags. Mount and display the paragraphs with the bags. *CLARA R. WHITE*



p63

Teachers EXPRESS

WORD ARRANGEMENTS

In these word games children play with arrangements of words. Begin with acrostics, arranging words whose meanings and first letters suggest a subject. Examples: "Igloo," "Cold," and "Eskimo" suggest ICE in both meanings and first letters. Then look for words whose middle letters spell the subject as in "wInter," "DeCember," "slEd." The third variation is to find words whose ending letters will spell the subject, as "skI," "artiC," and "iciclE."

Alphabet poetry asks the writer to examine the looks of letters and numerals. For instance, the writer might say the numeral "1" looks like a flagpole, "2" looks like a snowplow, "3" looks like an ear, and so on.

The object of a third game called Concrete Poetry is to draw pictures with words. The letters in "lion" may be arranged, for instance, using a sideways L as the body, an I for the tail, the O for the head, and Ns for the mane. Ask students to draw more alphabet pictures.

HARRY EISS

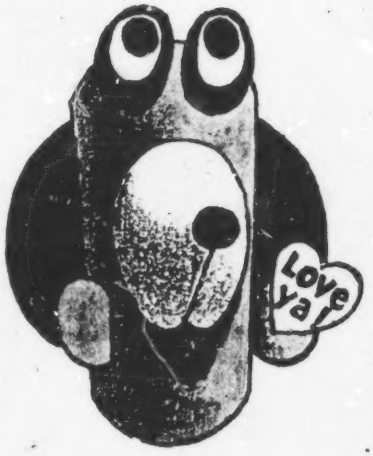
EXPRESS TIP #8

Perk up the library or math center with individual magnetic boards. Use magnetized stove and counter mats in rectangles, squares, and circles to hold magazine pictures, cutouts, gummed seals, and other objects backed with magnetic tape.

BETTY RUTH BAKER

3-D ANIMALS

Young children will really enjoy making these lovable classroom pets in art class! Start by cutting several 12" × 18" sheets of black, brown, or white construction paper in the shape pictured at the top of the page. Then give one to every child in your class. Now instruct the kids to glue the ends of their paper shapes together to form cylinders. These will be the bodies of their animals. At this point,



students should decide what kinds of animals they'd like to construct. For instance, a black piece of construction paper could easily become a penguin; white, a rabbit; or brown, a puppy. After the kids have made their decisions, supply additional sheets of colored construction paper and have them cut out appropriately shaped eyes, ears, noses, mouths, and tongues, and glue them to the cylinders. Finally, have each child cut a pair of front and back legs (or feet) for his or her animal and attach them with glue so the cylinder rests on top. (See illustration.) As a concluding activity, you might want to have kids name their 3-D animals and write brief paragraphs describing their characteristics.

SISTER GWEN FLORYANCE

RESEARCH TEAMWORK

A world almanac lends itself to an exciting research contest. Divide 16 children into four teams of similar ability. Give each student a world almanac and each team a set of 16 research questions. To add spirit to the contest, each team should choose a name for itself.

Select the research questions carefully to assure that children can find the answers without too much difficulty. In addition to the 16 questions, give teams five bonus questions of more difficulty.

In an allotted time period (at least an hour) children should write the answers to their questions plus the page on which they found the answer. Each time a child hands in an answer, the teacher verifies its accuracy and marks that question off the team's scoring sheet. After one answer is verified, the child proceeds to research another question until all 16 questions are answered. Only then may the team start working on the bonus questions.

At the end of the period, total the scores (one point for each of the original 16 questions and from 5 to 25 points for the more difficult bonus questions). Reward the winning team's effective research by giving each team member a paperback book. This contest will increase your children's ability to use almanacs as reference tools.

ENID ROSE
DIANNA BENNETTE

EXPRESS TIP #9

To make weekly penmanship practice less tedious, have students write out the lyrics of top ten songs or the words to other songs they know. You'll learn a lot about your students' musical interests.

BARBARA LASSMAN

IN A NUTSHELL

Here's an idea for a miniature winter garden that even very small children can make. The only materials you'll need are enough walnut-shell halves for every child in your class, scissors, a few sponges, and some grass seeds. Distribute the shell halves and instruct each child to cut off a piece of sponge small enough to fit inside, just below the edge of the shell. (If you use this activity with very young students, you may want to cut the sponges yourself.) Now sprinkle a small amount of grass seed over each sponge and set all the shell halves on your windowsill. Students should be responsible for sprinkling their minigardens with drops of water every day and trimming the grass with scissors as it grows. Use these gardens-in-a-nutshell to supplement your science unit on plants!

JANE K. PRIEWE

MYSTERY GIFTS

Here's a fun way to teach how to write thank-you letters.

Before the children come into the classroom, I draw a big gift box on the chalkboard with a pretty bow on it. I announce that I have brought each of them an imaginary surprise gift. The gaily wrapped gifts are on my desk just waiting to be passed out. (I point to my desk, supposedly loaded with these imaginary gifts.) I emphasize that I selected each gift with great care for each person in the class and that the gift is something sure to please. No two gifts are exactly the same. Their assignment, I tell them, is to open their gift and then write me a nice thank-you letter for it. They must mention in their letter what I gave them and why they like it. The letter must conform to all good letter-writing rules, including being neatly written. I then pretend to pass out the gifts. The children get right into the spirit by eagerly proceeding to open their packages and write their thank-you letters.

KATHY RAGSDALE

EXPRESS TIP #10

Here's how to recycle your junk mail and become more organized at the same time. Cut the gummed flaps from insert envelopes into rectangles and use them for gummed labels for your file folders.

POLLY SOUTHWORTH

STICK-UPS

If your kids love stickers, they'll like displaying those they received as rewards on classroom charts. Give each child a sheet of construction paper sectioned into 25 squares with his or her name on it. Whenever a child is good, has a perfect paper, or has reached a goal, he or she may choose a sticker from an assortment and place it in any section on his or her chart. When the chart is filled, the student can take it home and start a new one.

MARILYN BURCH

p65

bright ideas

BRIGHT IDEA OF THE MONTH: DRAW-A-SHIP CONTEST

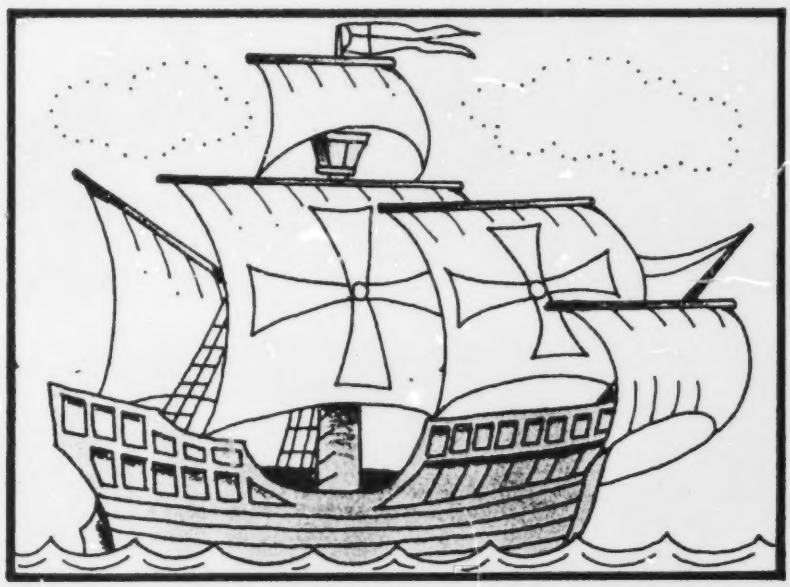
This contest will motivate students to use encyclopedias, dictionaries, and other reference books and create an interest in history and ship building.

The emphasis in the contest is on the accuracy of the drawings and facts rather than on artistic ability. Introduce the contest by reading a story about a ship.

Write the rules on the chalkboard:

1. Draw a picture of a historical ship or boat. It can be from any era and from any country in the world.
2. Draw—do not trace—the ship on an official entry form. (Allow half a blank page in which to draw the ship. On the rest of the page, the student should fill in information as rules state.)
3. Write the name of the ship under the picture.
4. Find three interesting facts about the ship in a reference book. Write these facts in complete sentences under the drawing. Spell all words correctly.
5. Each student may enter two drawings (two ships).
6. Three winners will be chosen on the basis of accuracy and on how well the drawing teaches others about the ship.

JUDY NICHOLS



Illustrations by Mila Lazarevich

THINK TANK

The following activities will develop the thinking habit.

Time was when People of yesterday lived without many of the conveniences we now take for granted. First, name a modern convenience in wide use such as the telephone. Now think of ways of coping without it, especially in an urgent situation.

Packing it in A small discarded suitcase and a number of large and small items are all the materials needed for this activity. The object is to fit all of the items neatly into the suitcase without squeezing, tearing, or breaking them.

Clue time Given a clue such as "The tracks glow in the dark," interpret this clue in as many ways as possible. The most original interpretation of a given clue wins five points; all other "fair" interpretations win a point each. The first player to reach 20 points first is the winner.

Rule change Change the rules of such familiar games as chess or checkers by substituting two moves for one or three moves for one. Do these rules enable you to win faster? Keep a record of the rules that seem to be the most effective and include them in a booklet.

Signs of the times Collect messages on signs seen in an everyday environment such as "No Smoking" or "No Right Turn." Then make up symbols, or use fewer words to express the same message.

DOROTHY ZJAWIN

INDOOR SPORTS

If you would like to provide physical education activities for your class even when the weather will not cooperate and a gym is not available, here are ideas that require little space and equipment.

1. Play musical chairs but hop and jump instead of walk.
2. Exercise to music.
3. Have students choose partners, stand across from each other, then try to move only as the partner moves, as if they were a mirror.
4. Play kneel-down volleyball, with desks moved to the sides and a net stretched across the middle of room. Divide students into two teams. A team kneels on either side of the net. (Carpet squares may be used if room is not carpeted.) Use a ball of either foam or paper.
5. Perform the Mexican Hat Dance or other dances not requiring much room.
6. Have students take an imaginary trip, acting out movements along the way.
7. Hold your own sports events. See who can stand on one foot blindfolded or jump rope backward the longest or who can do the most pushups. Then make a poster listing the records and students who set them.
8. Have students use rhythm instruments while you clap a certain rhythm. Then have them choose partners and create their own routines that include clapping hands, slapping knees, and snapping fingers.

WAYNE BROWN

PEANUT MOSAIC

For a picture that is different, build a peanut mosaic. Draw a simple design on plywood. Each object or portion of an object in the drawing must be fairly large, and lines should be light because small portions of the plywood will show between peanuts.

Buy enough peanuts in the shell to cover the board, one deep. Also buy some strong glue to fasten all the peanuts and a package of dye to color some of the peanuts in your design. Soak these peanuts in dye for several hours, then remove and allow to dry.

Using glue, stick colored peanuts onto the proper portion of the picture. Be generous with glue, for you don't want the peanuts to fall off. When you finish, glue on the natural-colored peanut shells in the background.

A small rough rope makes an ideal frame. Use thin nails with tiny heads so that the rope will remain in position.

ALAN W. FARANT

pp155-156, 158, 161, 163, 165, 167, 170, 172, 174, 176

V92 n2

bright ideas

TIME FOR HOROLOGY

Horology is the science of measuring time or making timepieces.

Read some of these unusual facts about the history of time to your students:

- Early humans kept track of the days by counting nights or "sleeps."
- The biggest sundial of all time is the Great Pyramid of Cheops constructed of more than two million blocks of stone.
- Early Egyptians believed that the sun moved around the sky in a boat and that a celestial pig ate the moon every two weeks.
- Clepsydra was the name of an early water clock.
- During the Middle Ages, monks put marks on the sides of candles to mark the hours.

Here are some activities for an investigation of horology:

- Make a magazine collage of all the different kinds of timepieces you can find.
- Write a report on one type of ancient time device such as the sundial.
- Write a legend about "Old Father Time."
- List some ideas you have about the timepieces of the future. What will they look like? What way will they tell time?
- Investigate solar watches. State your opinion about their effectiveness.

TEDDY MEISTER

A BACKWARD FLIP

After showing filmstrips (especially those based on favorite children's books), turn off the sound and start flipping backward through the filmstrip.

As you flip, stop at various parts. Ask questions such as "What happened here?" "Why does the character look like this?" "Who is this?" "What happened right before this picture?" "After?" "Have you ever felt like this?" "What might have been done here?"

Going backward through the film is fun for kids. Even your most reluctant participants will want to get involved. Needed skills such as sequencing and literal and evaluative comprehension are reviewed. *SHIRLEY GOOD*

HAND PRINTS

"My hand likes to clap." "My hand likes to play basketball." "My hand likes to wear rings." These are a few of the hand descriptions our children wrote in their "handbooks." Each child drew around his or her hand, then colored and designed it an appropriate way. We bound the drawings and writings in a small book to put with our books on our tongues (what we like to taste), our feet (where we like to go), our ears (what we like to hear), even our scissors (what they like to cut). *HELEN THOMAS*

LIBRARY SCAVENGING

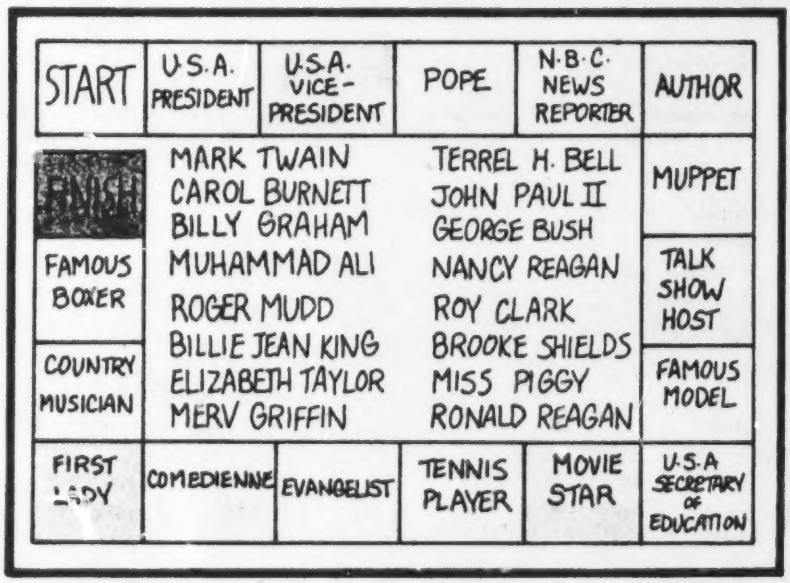
A library scavenger hunt will get students into the library and will introduce them to unfamiliar books.

To prepare for the hunt, hand out lists of clues that mention certain sources. The students have to find the sources to find the missing words in the clues. The first student or student team to fill in all the missing words (which together complete a sentence) wins a prize (a book, of course). Here's a sample list:

1. The first word of article one, section one of the Constitution:_____.
2. The last word in the title of a novel by John Steinbeck: *Of Mice and*____.
3. The fourth word of the first complete sentence on page 407 of *The People's Almanac*:_____.
4. The third word of verse 27 in chapter one of Genesis in the King James Version of the Bible:_____.
5. The tenth boldfaced entry on page 422 of *The American Heritage Dictionary of the English Language*:_____.

The missing words together read: "All men are created equal."

The message can be as simple or as complex as you wish, and you can direct your students to many sources—from the plays of Shakespeare to periodicals. *LOUIS PHILLIPS*



NEWSMAKERS GAME

Who's in the news this month? The Newsmakers Game will challenge students to keep up with famous people. It can be changed regularly to suit classroom study.

If played by one person, the game can be self-checking. If two people play, each could check the other or a third person could be selected as referee.

Make a gameboard with each square indicating the occupation or accomplishment a person has recently received news coverage for. In the center of the gameboard, list the famous persons' names. The player rolls a die and moves that number of spaces on the board. He or she reads the description in the square and selects an answer. Someone consults the answer key. If the answer is correct, the player remains in that square. If incorrect, the player moves back to previous position. If two people play, the first to finish is the winner. If one person is playing, he or she can play several times, keeping track of how many moves it takes to reach the finish each time.

After the game gets popular with your class, ask a few students to update it themselves, using different names. Before each gameboard is made, have students double-check the spelling of the persons' names and show verification (a news clipping) that the person is indeed a newsmaker.

GERTRUDE PARKER

bright ideas

SPEEDIE READIES

Even the most dog-eared magazines have a few good pages with interesting articles left in them. Don't throw them away. Make Speedie Readies.

Speedie Readies are articles removed from old children's magazines, bound in manila tagboard and decorated with the words "Speedie Readie" on the cover. Seasonal poems, favorite recipes, games, stories, and arts and crafts projects may be put into a Speedie. Many reluctant readers will read a Speedie when they will not bother to go to the shelves and select a book.

VIOLET T. FOWLER

REAL-LIFE GRAPHING

Most young children come to school eager to share information about themselves. So why not channel that eagerness into a short lesson on graphing? Start by constructing a classroom "birthday graph." Cover your bulletin board with plain white paper, then divide it into 12 equal columns. Label the first column "January," the second column "February," and so on through "December." Now instruct each child in your class to draw a self-portrait on a small sheet of white paper and print his or her name clearly across the bottom. When the drawings are finished, have the kids gather in front of the bulletin board with their portraits in hand. Then instruct them to take turns going to the board and placing their pictures in the appropriate column. Every so often, stop and ask a few questions, such as "How many birthdays are there in May? How many in September? What month has the most birthdays? What month has the least?" Then continue constructing the graph, stopping a few more times to discuss changes as they develop. When the graph is complete, you'll have an attractive bulletin board display you can refer to all year—and your students will have had a *very* meaningful introduction to graphing!

The possibilities for other real-life graphs are virtually endless. For example, try constructing a graph that illustrates your students' favorite foods, colors, animals, or television programs. Or graph a comparison between the number of boys in your class and the number of girls, or the number of students who eat in the cafeteria and those who bring their lunch from home.

BARBARA BETHEL

p158

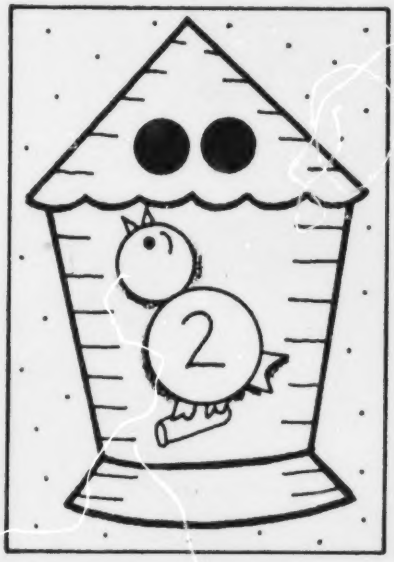
bright ideas

COUNT THE BIRDIES

Here's how to make a counting game for primary students. With black marker, outline and then cut out ten birdhouses from heavy construction paper. Draw and cut out ten birds to perch on the birdhouses. At the top of the first birdhouse put one dot, put two dots on the second house, and so on. On each bird, place a different numeral (from 1 to 10).

Put the game in an envelope with instructions to students to match the birds with the houses during their free time. Have them tape the birds on the house for you to check later.

GERTRUDE PARKER



GETTING TO KNOW YOU

Learn more about your youngsters through songs, games, and finger plays.

Start the first day by singing, to a familiar tune like "Skip to My Lou," "If you have an older brother, will you please stand up? If you have an older brother, will you please sit down?" Continue your song with other questions. (Do you take piano lessons? Do you go to the library?)

On the second day of class begin another get-acquainted game by saying, "I have a friend. His name is Johnny. Johnny and I will exchange chairs." Each time you play the game, choose a different action. (Patty and I will shake hands. Judy and I will hop on one foot. Josh and I will blink our eyes.) On the third or fourth time, encourage the child whose name has just been called to play the leader and select the next name.

Play Mystery Person the next day. Start by saying, "Someone in this class has blue eyes, curly hair, sits near the back of the room," and so on. Pause between clues to give youngsters an opportunity to guess who the mystery person is. Merely pointing doesn't count. The mystery person must be pointed to and his or her name given to be a correct answer. Let children take turns selecting a mystery person and asking the questions.

A finger play will help children identify classmates as well as work off excess energy. Say, "There's a person in our class who likes to pretend he is different animals. He likes to fly like a bird" (wave your arms up and down and the children follow suit). "Sometimes he trots in place like a pony" (all trot in place). "Sometimes he creeps around like a tiny mouse" (creep). "Let's all point to . . . Johnny."

JANE K. PRIEWE

GUIDE TO FAST FOOD

After I read the local paper's restaurant reviews to my students, many of them replied that their favorite places to eat weren't represented. So we set out to remedy the situation.

I assigned each student the task of reporting on three different eating places for "The Class Restaurant Reviewer." They jotted down their comments about location, prices, food, service, and ambiance. We read our first drafts aloud in class, then polished the work to distribute to other classes and teachers. A sample review: "Farrell's is in the Cross Creek Mall. It has submarine sandwiches and a million different kinds of burgers. It's clean, not dirty. The sundaes are superb, especially their butterscotch sundae. On your birthday they sing you "Happy Birthday" and you get a free sundae—any kind you want."

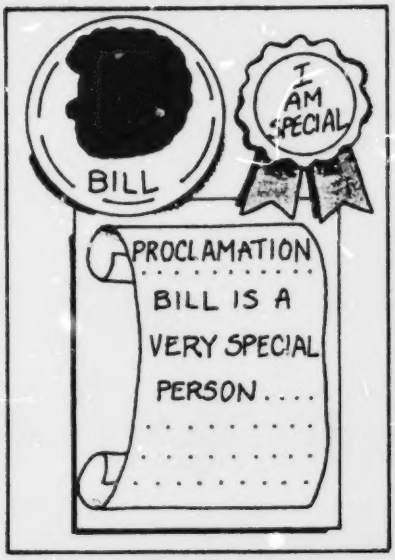
JOHN MARSHALL CARTER

IT'S IN THE STARS

Try this idea to introduce students to the constellations. Have each child choose a different constellation to research, then instruct the kids to draw the outlines of them on black construction paper, using black crayons. This way, they'll be able to make out the outlines when the lights are on, but not when they're off. Now give each child a small amount of fluorescent paint to dot on individual stars.

PENNI MAJOR

p161



VERY IMPORTANT CHILDREN

To help each student know how important he or she is, my class has an Important Student Day. That day the special child receives an official proclamation, a coin is "minted" in his or her image, and an official cheer is cheered to celebrate. To choose the first special child's name, pick a name out of a hat. Thereafter let the special child pick the next one's name.

A proclamation, written on a scroll-shaped cutout pasted on construction paper, might read: "Let it be known that Sharon Jones is liked very much by her teacher and classmates. To show Sharon Jones how special she is, we have declared Sept. 20th as her day. There is only one Sharon Jones, and we are happy to have her with us. When you see Sharon Jones today, give her a great big hug or smile."

We read the proclamation at the beginning of the day and tie it with ribbon, ready to take home after school.

To use with the official cheer, we make cards which together spell out the child's full name. As we cheer for the child, we hold up the letters of his or her name.

On Important Student Day, I also take instant snapshots for the bulletin board. Before going home the class sings a special song (adaptation of "For He's a Jolly Good Fellow" or another simple song).

MARGARET HENGGELER

GIVE OUT TITLES

Elementary students will take classroom jobs more seriously when their titles sound official. Try "internal expediters" for those who pass out papers, "horticulturist" for the plant caretaker, "courier" for the messenger, "census agent" for the child in charge of attendance.

Children will enjoy pronouncing these titles as well as explaining them to newcomers, visitors, and parents.

To display the jobs neatly, mount the "Help Wanted" section of your local newspaper on tagboard. Cover this with clear contact paper. On separate pieces of white paper, boldly print each job title in black. Frame each job in black construction paper and attach to the large "Help Wanted" poster. Write students' names on strips of red paper, and attach these strips to the jobs they select.

KATHY ARMSTRONG

DEEP SEA MOBILES

These shimmering mobiles made from simple wire coat hangers would make a perfect accompaniment to a study of the ocean. Holding the handle of the coat hanger, pull the horizontal wire downward, changing the triangular shape into a diamond. Have kids design and color fish, animals, ships, people, or anything else found under the ocean, on white paper that will fit inside the hanger frame. Cut blue cellophane to cover the frame and tape into place. Now glue underwater scenes face down onto the blue water. Finally, cut 8 one-inch-wide black strips of construction paper to glue onto front and back of hanger, forming a picture frame and covering up rough edges where the cellophane was fastened to hanger. Hang mobile so the light shines behind it, and it will look just like an underwater scene.

C. M. ARMSTRONG

ANSWERS TO CAPTAIN QUEST'S CALENDAR QUIZ

Gruesome giggles

1. Dracula
2. Mummy
3. Ghost
4. Skeleton

A modern master of menace

D A R T H V A D E R

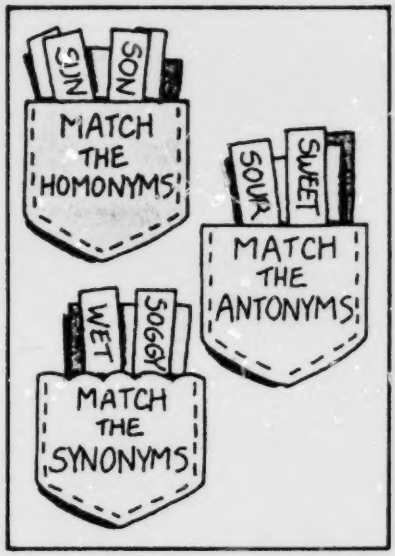
Frankly frightening quiz

Possible words would be: fiend, friend, freak, steak, stand, strand, sneak, fear, dear, ear, stink, sane, fan, fin, fine, first, date, ten, fair, seated, and so on.

Monstrous message

The message is, of course, Happy Halloween!

p 16 3



PICK A POCKET

Make this self-help file folder to teach children antonyms, homonyms, and synonyms. First, cut out six pocket-shaped pieces of construction paper. Draw on scallops and topstitching. Label two with the word "Antonyms," two "Homonyms" and two "Synonyms."

Using different colors of paper, write antonyms, homonyms, and synonyms on separate strips of paper and insert in appropriate inside pockets. Prepare an answer key that shows how words are matched and place it in an envelope or long handmade pocket. Paste this in the inside front cover.

Children now can match words by clipping them together and transferring them to the front-cover pockets. After they're finished, they can check their answers against the answer key.

GERTRUDE PARKER

GET-ACQUAINTED GAME

Play this get-acquainted game the first day of school. Holding a ball of yarn, tell the class your name and something about your teaching experience, family, hobbies, and favorite food. Then toss the yarn to someone who doesn't seem too shy. That person states his or her name and tells the class about himself or herself. When this child is finished, he or she holds on to the yarn and throws the ball to someone else. The yarn is passed from person to person, criss-crossing the room, creating a giant spider web.

When the ball has gone to everyone, the last person throws it back to the person who threw it to him or her. If the last person is, say, Mary, Mary introduces the person who threw to her and recites what she has learned about that person: "I'm throwing the yarn back to Bobby Smith who said he likes pizza and loves to play baseball." Bobby then does the same to whoever threw him the ball and so on until the ball returns to you and the spider's web is gone.

Prepare the children for the game by telling them that later they will be introducing the child who throws them the yarn. Be prepared to prompt children so that no one is embarrassed by forgetting or being forgotten.

If everyone sits in a circle, your yarn will get less tangled. You'll see that the ball of yarn can increase your students' composure and lessen their self-consciousness about speaking before a group. *KATHY CONLAN PHILLIPS*

HOW-DE-DO

At the beginning of the school year, I noticed that quite a few children in my large second grade class didn't know each others' names. To get them more quickly acquainted, I invented "How-de-do." I cut 54 narrow strips of paper and wrote each child's name on one of the strips. Every morning one child would draw a slip, read the name on it, and then try to identify that person. If he or she couldn't do this, the person whose name was drawn stood up and said, "How-de-do, I'm Alex Smith." By the end of the month most names were known, and some children also had overcome their beginning-of-the-year shyness. *MARGARET CHIANIS*

WATCH THEM GROW

There's no more revealing way of measuring growth and maturation of your kindergarten students than by having them make self-portraits. At the beginning of the year, pass out drawing paper and crayons and ask children to draw pictures of themselves. Have them write (or try to write) their names on them. After they've been displayed, tuck the pictures in a folder. Around midyear, repeat the project. Finally, as the end of the year rolls around, try again. Trim and mount the three portraits in chronological order. Show the finished products to parents at conference time. The portraits make great keepsakes for parents, too. *PAMELA KLAWITTER*

p165

bright ideas

PRIME TIME PERIODICALS

Have you noticed that some periodicals in your school library are falling apart from having been read so much while others look as crisp as they did when they arrived? Here are suggestions that will broaden your students' reading interests as they become more aware of the many types of magazines available.

1. In the form of a scavenger hunt, pose questions that require skimming magazines to find the answers. Ask which magazine features a certain column each month, which always has a certain type of cover, and so on.
2. Ask students to list all the magazines the library carries. Have them compare two.
3. List the addresses of magazines that accept student writing on a poster captioned "Wanted: Student Writers."
4. Accept nominations for a favorite children's magazine. Nominations can be in the form of a speech, a commercial, a poster, or an article parodying the style of the magazine. Tell the class that whichever magazine it votes for will be sent directly to the classroom when it arrives at the library.
5. In art class, after considering the contents of a particular magazine, have the class design a new cover for it.
6. List and discuss some of the jobs created by a magazine: editor, director of circulation, illustrator, and so on.
7. Under the caption "Now appearing in your local magazine" have students post their reviews of stories that appear in recent magazine issues. Make sure they list magazine and page number.

SUSAN J. KREIBICH

CURRENT COUNTRIES

Cut out shapes of various countries currently in the news and hand out a different one to each student. Students must find out what country they have. (You may want to give a clue—a capital city or important river.) After watching for their country in the news for a few days, they must report what they have learned about the country's geographical shape, people, and current events there.

SUSAN J. KREIBICH

SUPER SENTENCES

Tired of teaching vocabulary by telling children to "write each word in a good sentence"? Try Super Sentences; they're guaranteed to challenge your students.

Choose two unrelated words and ask the children to use both in the same sentence. For instance, the words "rock" and "fly" can be combined in these ways: "The fly is on the rock." "Don't rock in that chair, or you'll kill the fly." "An airplane can fly, but a rock can't."

You will be amazed how creatively even primary school children can combine two unrelated words in a sentence. Gradually work your way up to groups of three or four words for Super-duper Sentences. *ANNE M. PACHECO*

THE ELEPHANT'S MEMORY

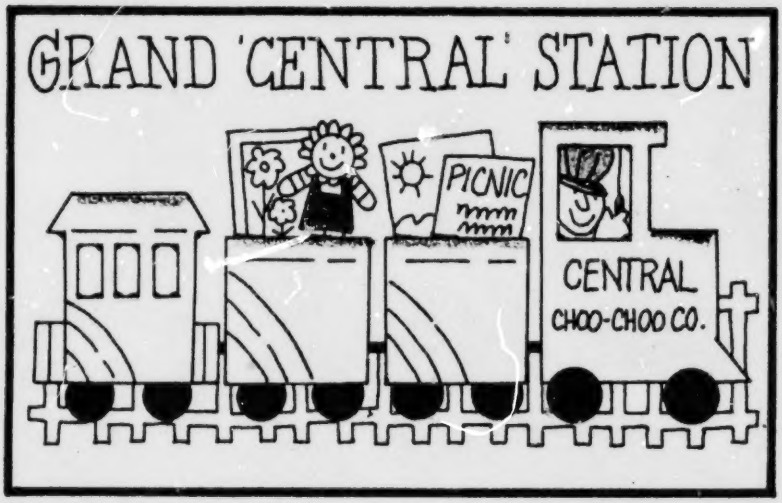
Elephants never forget, and neither should your students. Use burlap cloth or felt to make your own class elephant. On the trunk sew pouches in the form of peanuts to hold important papers. I use one pouch for makeup work for absent students, another for announcements that need to go home, and another for extra copies of worksheets.

SUSAN J. KREIBICH

TRIPLE DIPPER

Child-size triple-dip ice cream cones are a delight for children to make. Cut 12" × 18" brown construction paper cones, then three scoops of ice cream from different colors of construction paper. (Light blue can become blueberry; pink, strawberry; light tan, maple walnut; and so on.) Cut freely around the edges of the scoops. Now from white paper, cut a dollop of whipped cream, and from red, a cherry. Assemble, paste, delight, and drool over these gigantic ice cream cones! *JOAN MARY MACEY*

p167



ABOARD THE ART TRAIN

This train-station bulletin board can become a permanent art exhibit in your main hallway.

The train consists of an engine with a smiling conductor, several cargo cars (construction paper rectangles), red caboose, and tracks (from grocery bags).

Name your train and station after your school. (Our school's name is Central, so we had Grand Central Railroad in our hallway.) Each month "load" the cargo cars with different art projects.

ANITA LANIER

TURN LEFT AT OLIVE STREET

While driving several of my students home from the circus, I noticed that although they could direct me to their houses, they were unaware of the names of streets in their neighborhood. So I made a map of major streets in the area and included special points of interest such as McDonald's, the bank, supermarket, and so on. Then I made up cards with directions on them. These ranged from very simple—"What street is the movie theater on?"—to complex—"Begin at home, pick up shoes at shoe repair shop, stop at the bank, then meet your brother at the supermarket." I put the cards in piles according to difficulty and let students pick from the different sets according to their ability. Each student could then "run an errand" using the map and a pointer, and saying the names of streets and the directions taken along the route. If the student followed directions correctly, he or she could then make up an errand for someone else to try.

JANET A. BUCHHOLZ

CRUMBLING COOKIES

Cookie Monster greets my kindergartners from a bulletin board that exclaims, "Crumbling Cookies! Look who's here!" Upon entering the room, each child removes the paper cookie with his or her name on it and drops it into a cookie jar at the learning center, enabling me to check name recognition abilities and attendance. Other tasks at this station include spelling one's name on the magnet board, matching puzzle pieces, and tracing cookie-cutter shapes. On the final day for the center, Cookie Monster offers sugar cookies with names in frosting.

ANNE M. OWENS

CUTTING FINE FIGURES

One picture is worth a thousand words? Not in our room! One picture, made by attaching a child's school photo (head only) to a cutout body from a department store catalog, is worth 100 pages. Each time a child reads one book or several books totaling 100 pages, he or she may move this figure along paper stepping-stones that lead to a castle.

We take great pains to match the student's head and personality to the right catalog cutout. (One child may picture herself in a Girl Scout uniform, another in a sweat suit.) When the children read the appropriate number of books (reach the castle), they get a star to paste on their outfits and they start their figures again at the first step.

Our book report stepping-stones are on the bulletin board across the top of the chalkboard, with the castle at the end. These stepping-stones and the fine figures on them are the focal point of the room.

JEANNETTA DANFORD

THE SCHOOL BUS

The school bus comes by every day
And takes the children all away.
The loud bus, the proud bus.
The happy bus, the scrappy bus.
The hurrying bus, the worrying bus.
The late bus, the eight bus.

It opens up its folding door.
And they rush in across the floor.
The skipping children, the tripping children.
The shouting children, the pouting children.
The joyful children, the boyful children.
The surlish children, the girlish children.

At four it comes along the road
Bringing home its precious load.
The long bus, the wrong bus.
The bright bus, the right bus.
The swaying bus, the playing bus,
The hired bus, the tired bus.

It opens up its folding door
They scamper out across the floor.
The talking children, the walking children.
The crumpled children, the rumpled children.
The worn boys, the torn boys.
The chattering girls, the scattering girls.

Although they're tired—the driver, too,
Tomorrow will begin anew.
The school bus will return and they
Again will go away
On the school bus, the cool bus,
The on-time bus, the yours-and-mine bus.

JANE W. KROWS

bright ideas

FACULTY SILHOUETTES

To introduce the faculty to students, make faculty silhouettes. Ask each staff member to sit in front of a filmstrip projector for a few minutes while you trace a profile of his or her head. Mount these drawings individually on construction paper. Label the profiles and display them in the hallway.

Later in the year, display the heads again but without the labels. Add silhouettes of Lincoln, Washington, and other famous people to the display. Hold a contest to see which students can identify all the profiles correctly.

LINDA WONG

MATH PROBLEM PHOTOS

My class photographs its math problems! This method not only adds fun to math but also teaches many survival skills.

In small groups the students make up a word problem and decide which steps are needed to solve it. After they arrive at a solution, they illustrate the problem by posing for and taking a photograph.

One such photograph showed two students with price tags attached to their clothes, the word problems that accompanied it were: How much do the two hats cost together? How much more do the overalls cost than the shirt? Whose outfit is more expensive?

We display the photos and the word problems for other students to work.

BERNIE LUCAS

NO MORE COPYCATS!

When you assign research projects, do too many of your students merely copy information, word for word, from the encyclopedia? Here's an activity that will help them break that habit. Have each child browse through any volume of the encyclopedia and choose a particularly interesting or informative paragraph. Then instruct the kids to rewrite their paragraphs as if they were short news stories, complete with catchy headlines. If you assign this exercise frequently, you'll soon have no more copycats. *DOROTHY ZJAWIN*

JUST DESSERTS

Here's a *delicious* way to promote descriptive writing in your classroom. Have students write brief paragraphs about their all-time favorite desserts! Each paragraph should describe how the dessert tastes, looks, smells, and feels. When the compositions are finished, they can be illustrated with original drawings or magazine pictures and assembled on your bulletin board.

SISTER ROBERTA ANN LESKEY, CSB

AMAZING ALLITERATION

This pretty fall bulletin board can be made with leaf colors and shapes cut from construction paper. Tack the word "Alliteration" to top of board, each letter a bright fall color. Have each child trace and cut out a fall leaf from construction paper and write an alliterative sentence on it using his or her own name, such as: Mary's marvelous mother made Marty mad. Attach leaves to board for the whole class to enjoy.

BRENDA H. McGEE

p172

bright ideas

INDIAN CORN

To make an Indian summer art project, draw the shape of an ear of corn on graph paper. Color each square within the design the colors of maize, pressing hard to get the texture of corn. Cut this out and glue to a husk made from brown wrapping paper, crushed or curled to look authentic. *MARCIA BUECHEL*

KNOW YOUR RIGHTS

If your class is studying the Constitution, this activity will make the Bill of Rights relevant. First divide students into committees. Then give a modern day illustration of a violation of one of the basic rights. Ask one student which amendment is being transgressed. If he or she answers correctly and can state the amendment, that committee earns one point. The first committee to get 10 points wins. *RONALD H. BRODIN*

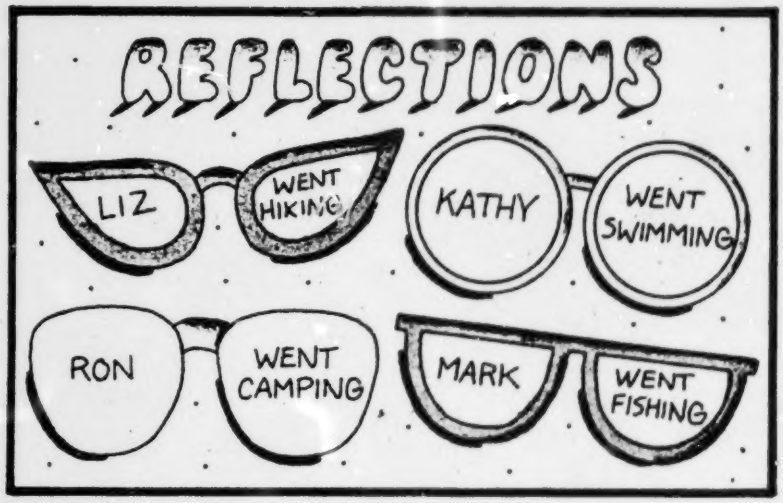
LEAF IT ALONE

Here are fall projects in which you need little else but leaves. Have the children gather leaves from trees, shrubs, and house and garden plants. The leaves can be arranged into anything from simple leaf collages to geometric designs to portraits.

Discuss various project ideas with the students before they do their collecting so that they are aware of how size, shapes, color, and texture of the leaves may be used in their designs. Glue leaves on cardboard and preserve the projects by spraying them with clear enamel or lacquer. *DENNIS J. ESPOSITO*

p174

bulletin boards



REFLECTIONS ON SUMMER

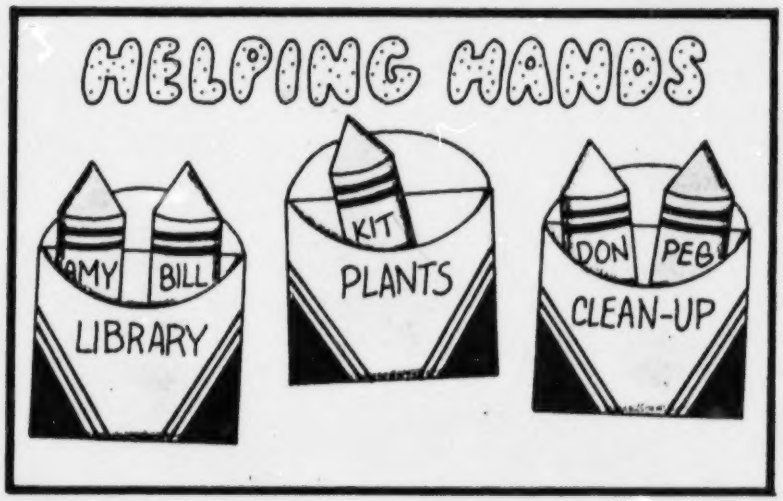
For some children, telling what they did last summer is important. (Some even may have rehearsed what they will say.) A bulletin board with a sunglasses motif is an attractive way to display this summertime sharing. Ask your students to write their reflections on summer in one of the lenses of a pair of paper sunglasses and their name on the other lens. Arrange these around a larger pair of sunglasses or around the word "Reflections."

A useful homework assignment that helps to make the teacher's summer-to-school transition smoother is to have children list name, birthdate, phone number, address, and directions to their house. *MARCIA BJERREGAARD*

COLOR HELPS

This bulletin board keeps track of students' weekly jobs. Each crayon box is labeled with a responsibility: watering plants, helping in the library, and so on; and each child has a paper crayon with his or her name printed on the front. To assign jobs each week, I collect all the crayons, mark on the back of the crayon which job the student did that week (so I don't reassign that job to him or her again soon), and then put the crayons into new boxes.

I can see at a glance which child is doing what job. This year I also made a crayon can to hold the extra crayons. Should I see a need to create a new job in my classroom, I simply add it to a crayon. *MARY SARANPAA*



SEPTEMBER GARDEN

To make this September bulletin board, cut out a flower for each child in the class. On the leaf of each flower, print a child's name. The caption should read: "September—a time to get growing."

A figure in the corner can be a gardener with a watering can.

Ask each child to bring a photograph or draw a picture of his or her face to paste on one of the flowers. Put a picture of your own face on the gardener's figure.

For a variation, add to each flower a second leaf on which you can attach flower stickers for especially good work. Or, each child might want to display a special project near his or her flower.

VIVIAN LYNN

Teachers EXPRESS

When you need a good idea overnight

Illustrations by Mila Lazarevich

BEST WITCHES

This disparate duo makes a striking Halloween poster. I cut their forms from large pieces of construction paper and then I drew their features with felt pens. I made both witches—the short, old one and the tall, young one—with cheerful smiles on their faces. When mounted together on a larger piece of paper, they served as a bulletin board designed to send messages to my class. You may want to use them to make a Halloween wish for your children or to remind your class of important trick-or-treat safety suggestions. *LINDA WONG*

MOST UNUSUAL JACK-O'-LANTERN

Tired of the same old gap-toothed pumpkin faces? You may be seeing so many of the same designs of faces because you keep giving your students only pumpkins to carve.

I asked my seventh graders to think of all the different vegetables of the autumn harvest and to bring in some out-of-the-ordinary vegetables to carve. They returned with winter squash; gourds of all shapes, colors, and sizes; carrots; and onions. The different forms and sizes seemed to suggest different faces to the students, and we ended up with some very fresh designs. I ran this activity as a must unusual jack-o'-lantern contest. Our winner was a freestanding carrot jack-o'-lantern. *BERNICE NORRIS*

HALLOWEEN STORIES

Let your children be taken in by a ghost this Halloween and they may write some ghoulishly good stories. First, draw an outline of a ghost—not a Casper type, just an ordinary sheet-over-the-head ghost—and sketch in a face. Then draw lines dividing the ghost's flowing white body into 20 sections. Next, write a phrase about Halloween night in each of the sections. Some phrases I used were "black bats," "safe and sound," "across the sky," and "creepy feeling."

Run off copies of your story ghost and give a copy to each of your students. Let them construct their own seasonal stories, using as many phrases from the ghost's body as possible. As they use a phrase they can color that section of the ghost. *CONNIE ST. JOHN*

PUMPKIN PAPER-HOLDERS

These pumpkin paper-holders are ideal for the week before Halloween. They can hold returned paper or messages, and generally serve as a student's own "in" or "out" box. First, make the black base of the holder by cutting out a 5" × 7" piece of lightweight cardboard and a piece of black construction paper the same size. Glue the black paper to the cardboard. For the holder itself you will need a piece of orange construction paper 12" × 4½" in size. Roll the orange paper (the pumpkin) so the sides just overlap, and staple it at the place they join to the cardboard base. Now put a face on your pumpkin, using crayons, felt pens, or black paper scraps. Make the stem by folding a piece of green paper and gluing one end to the top of the pumpkin. *LINDA WONG*

v92 n3 p136-141 24

PUMPKIN MOBILES

Put a swinging new face on a paper pumpkin this Halloween with a jack-o'-lantern mobile. You'll need orange paper, crayons, and thread for this project. Cut out a huge pumpkin and draw in the jack-o'-lantern's face. Next, cut away a large middle portion of the face and replace the features—eyes, nose, and teeth—by hanging them on thread or yarn. Color both sides of the pumpkin, and, when you put it up in your classroom, be sure the hanging pieces can move freely. *CHERYL J. BOGROW*

MULTIPLICATION BEE

If a spelling bee can motivate students to learn basic spelling rules, why not use this type of contest with math skills as well? That is what I did with my fifth graders when they started to stumble on their multiplication tables.

Of course, a "bee" of any sort is easy to manage. Just have all your students stand and ask them to sit down when they miss a question. Last one standing is the winner. But I was looking for a way to keep everyone in the game longer, and my solution was to set up an inter-class competition. Once the students saw themselves as a team, they began to help each other and to work as a unit.

The teachers of all classes involved in the competition met to decide on a date for the "bee." We decided the children would need three weeks to prepare. And did we ever underestimate the competitive fire of our students! Within a week no one was sitting down, and we were asking questions from the tables from 0 to 12. We went up to 15 and they stayed right with it; so I started giving them problems with a single multiplier and a two- or three-digit multiplicand! *ANNE WESTBROOK*

WRITING THE NEWS

Here is a way to teach creative writing and sharpen students' observation skills. Go through a stack of old newspapers and cut out large news photos of people, animals, construction, or any subject that suggests action. Be sure to cut off all the photos' captions. When you have at least five more photos than the number of students in your class, you are ready to begin. First, explain the reporter's five Ws—who, what, where, when, and why. Ask students to tell why each of these elements is important in telling a story. Then distribute the photos. You may have students work alone or with partners. The assignment is for each student to write a headline and story to go with the photo. Children who cannot come up with much for a particular picture can exchange theirs for one of the extras. Then have students read their stories aloud to the class.

DORIS CRUZE

WAR ON WASTE

When we started monitoring the food waste in our school cafeteria, we found kids were throwing away 30 to 50 pounds of main dish and 60 unopened cartons of milk daily. My gifted and talented class went to work on a problem-solving campaign that cut our waste to 94 pounds a day and saved the school $8,000 during the course of the year.

My third, fourth, and fifth graders began by collecting their data—the garbage. In the back of the cafeteria they set up separate bins for vegetables, milk, fruit, main dish, and bread. By weighing the full garbage bags and charting which foods were wasted the most (pizza was wasted least), we learned the extent of the waste.

Our district dietician agreed to implement several of our suggestions on how to cut down on waste, among them that pizza be served three days a week as a second main dish.

If you try this project, you'll find students learn much about nutrition, the cost of food, graphing, and, most of all, how to go about solving a problem.

JOAN RADEMACHER

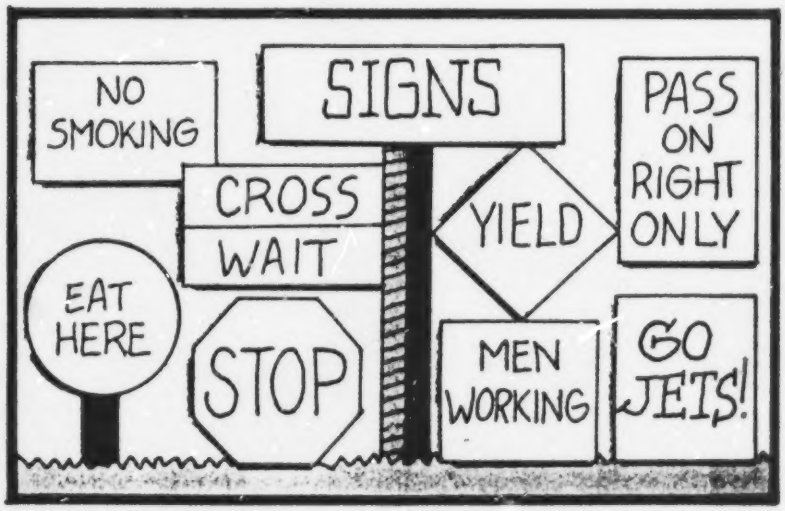
bulletin boards

MONSTER MADNESS

My Monster Madness writing center has really had kid appeal. Twelve cutout monster cards clearly state writing assignments that kids love to do. The assignments range from simple word listing to more difficult story writing. Children can do all the tasks sequentially or they can select a particular assignment. Try some of this madness in your class.

1. Write eight huge, scary monster words.
2. Write 10 words describing how you would feel if you met a monster one dark, rainy night.
3. List 10 things Madeline Monster has in her purse.
4. List 15 things you would find in the Monster family's refrigerator.
5. For each letter in the word "monster," write a word that describes a monster. Now use all those words in a sentence.
6. Write five questions you would like to ask the Monster family.
7. Describe the Monster family pet.
8. Write and design an invitation to Baby Gog's birthday party.
9. Describe Baby Gog's favorite birthday present.
10. Describe where the Monsters will go on vacation and what they must take with them.
11. Write Madeline Monster's favorite family recipe.
12. Write "The Scariest Story Ever Told."

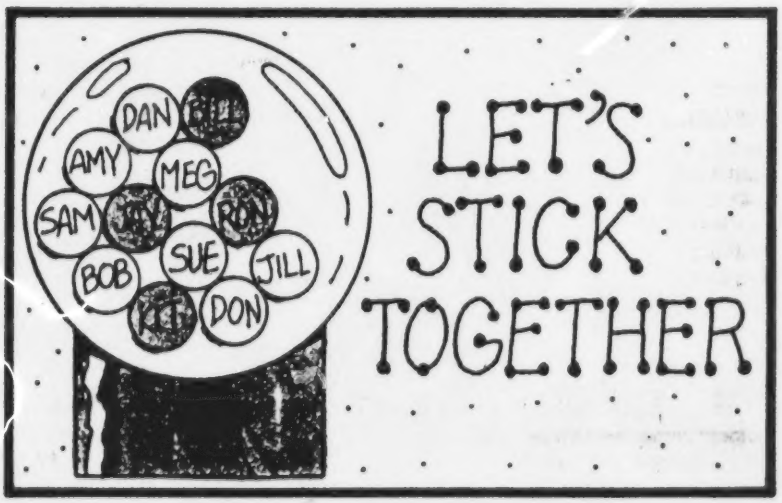
JANICE BENNINGTON



SIGNS AND SIGNALS

The ideas for this bulletin board can come from your students. Ask your children to carefully observe the different signs they pass on their way to school. Have them try to draw the signs they remember and then discuss the meaning of each sign's message. You also might suggest that they create signs with original shapes and messages. Choose a cross section of the children's signs and display them on a bulletin board. Use their work as a starting point for reading and spelling exercises or as a way to introduce new words. I always use this bulletin board for a lesson on safety, making certain that every student knows the meaning and importance of the messages signs and signals give us.

DOROTHY ZJAWIN



STICK TOGETHER

Let your class know that "you are all in this together" with a gumball machine bulletin board. First, cut out circles from pieces of different-colored construction paper. Then write each of your students' names on one of the paper "gumballs" and arrange them in the gumball machine. Cut the "glass" of the machine from white construction paper.

I use this display for forming get-acquainted groups early in the school year by having "gumballs" of the same color work together on a project. You might also use it for motivation by placing a star on a student's "gumball" for a noteworthy performance. Or take attendance by having each child put up his or her own "gumball" upon entering the room.

ANN FAUSNIGHT

Teachers EXPRESS

JUICY JACK

With a poem and some fresh and dried fruit you can put together a fun and healthy Halloween project. I wrote the poem, and my second graders put together "Juicy Jack." Jack's body is an orange, his arms and legs are toothpicks, and his hands and feet are minimarshmallows. To create a face for our Jack, we used raisins for a mouth, halved prunes for ears, and halved cherries for a nose. We used peanuts still in their shells for his eyes. We attached all the facial features with toothpicks broken in half. The crowning touch—some called it a stem, some thought it looked like a tuft of hair—was a small spearmint leaf.

The poem about our healthy hero goes as follows:

I'm a jack-o'-lantern
Small and bright.
But I'm sweet and juicy
When you take a bite!
My eyes are made of peanuts,
My nose a cherry sweet,
My mouth is made of raisins,
You will love to eat my feet!
Everything about me
Into your mouth can pop,
Together we'll have lots of fun
As home from school we hop!

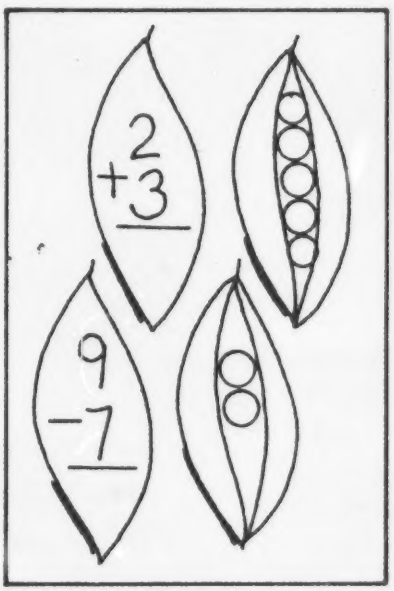
MARY JO FREEBODY

REVOLUTIONARY TREASURE HUNT

My eighth graders' response to my announcement that we would begin to study the American Revolution was that they had studied it before, they knew all about it, it was spring, and let's do something else. So I devised a revolutionary war treasure hunt and started the students on a search for their own information on the war.

Each student was given a list of Revolution era "treasures" to find, such as recipes, songs, or diaries. They were also presented with a folder so their findings could be kept neatly in class. Two class periods and evening assignment times were set aside for initial research and preparation. Then, at the beginning of every class for seven days, students were allowed time to present their "treasures" in a show-and-tell format.

Many students chose to copy colonial recipes, and some cooked food—biscuits, dumplings and stew, corn bread—and brought it to class. Others proudly read their letters from Valley Forge—the pages singed and rumpled. A good number brought in copies of revolutionary war paintings, and many copied colonial flags and explained their symbolism. *JOHN M. HAIGHT*



LIKE PEAS IN A POD

Pea-pickin' time is math skills time in my class. I cut out many shapes of pea pods and write an addition or subtraction problem on one side. A child chooses a pod and works the problem written on the pod. To solve the problem he or she turns the pod over, where the correct number of peas are drawn in. Then by counting the peas in the pod he or she can check this total against his or her answer. *LORI STEIN*

PAYDAY

Here's a way to use old checks from banks you no longer have accounts with. Pay your children with them.

On my own payday I explain to the children that I get paid to teach and that I am going to pay them, too. Their pay will be based on amount of "trying time," and instead of money, I'll pay them with the following: one hug, one lunch in classroom, one phone call from the teacher, one warm fuzzy, one extra assignment, 10 minutes of free time.

In order to get their "pay," children may cash in their checks one at a time on any given day. Children can collect the pay or keep the paycheck.

DEANNA ANDREANO

SMOKE SIGNALS BULLETIN BOARD

Bulletin boards are too often "kid passive." That means they are neat and attractive, but not designed to actively involve children in making or using them. This "smoke signals" bulletin board is more than an eye-catching design, because it requires that children become involved in using the board.

I use this display to present new spelling or vocabulary words by having students write one new word in each puff of smoke. I also send messages to my students wild-West fashion by writing homework assignments or daily reminders in the smoke signals. You can easily adapt this design to any grade level and to different lessons.

DOROTHY ZJAWIN

EARTH BALLOONS

Give your students a creative geography lesson by building globes from balloons. To make these globes you will need large blue balloons, string, different-colored construction paper, glue, and felt pens. The balloons are blue to represent that portion of the earth's surface that's covered with water.

First, blow up the balloon and tie it closed. (Do this first in order to see how big your earth will be so you can then make your continents to fit the scale of the globe.) Next, glue a piece of string around the middle of the balloon to mark the equator. Small circles of string also can be glued at the top and bottom to represent the North and South poles. The difficult and challenging part of this project is drawing, cutting, and fitting the paper land masses. Encourage your students to use different-colored construction paper for each continent. This will help to create a beautiful and easy-to-use globe. Glue the continents in the correct positions. With a black felt pen, you can then label the continents and the oceans. If you are working with large balloons, you might draw in some specific countries. *GERTRUDE PARKER*

ANSWERS TO CAPTAIN QUEST'S CALENDAR QUIZ

HOOKED ON BOOKS

A	D	B	K	A	D	N	E	S	
C	A	N	D	E	R	S	E	N	
B	H	L	E	N	G	L	E	I	
L	L	E	D	O	S	D	E	A	
U	F	B	F	E	T	I	H	W	
M	R	Y	R	A	E	L	C	T	
E	I	A	R	E	I	B	O	T	
Z	T	R	N	O	G	P	X	V	
Y	Z	S	L	O	B	E	L	U	

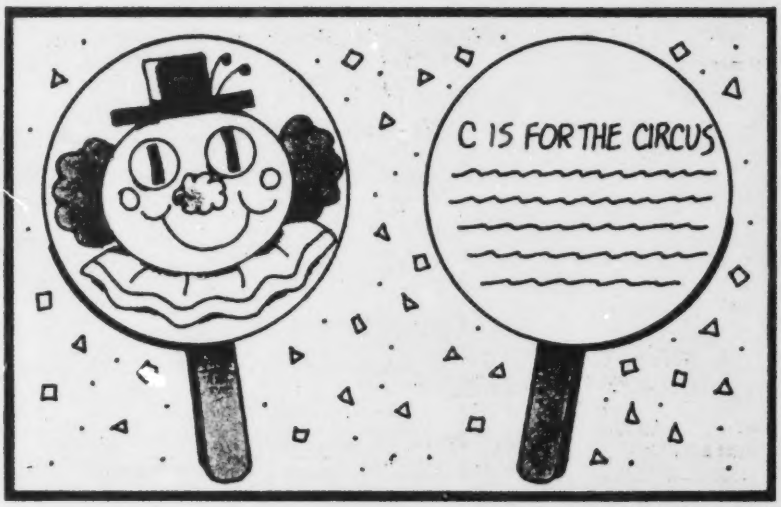
GOT YOUR NUMBER!

These are the years that Halley's Comet has or will appear!

Teachers EXPRESS When you need a good idea overnight

EXPRESS TIP OF THE MONTH

"Painting is silent poetry, and poetry, painting that speaks." Plutarch wrote that more than 1,000 years ago. These poetry pops will help your children enjoy both art forms. Choose some short poems that are fun to read and that contain vivid images. Next, cut 5" circles from poster board. On one side of each circle print a poem. On the other side, draw, paint, or paste on an appealing picture that reflects the poem's mood or subject. Then paste these "pops" to a wooden ice-cream stick. A clay base will make them stand up along a shelf. Or you can glue a small magnet to each and arrange them on a magnetic chalkboard. Let children pick a poetry pop to read themselves or to have you read to them. Your students will become familiar with many poems and will soon be choosing favorites they want to hear again and again. *BETTY NATIONS*



Illustrations by Mila Lazarevich

STUFFED TURKEYS

Stuff strips of newspaper into a brown paper lunch-bag. Leave enough room at the top to close the open end with a rubber band or yarn. Paste colored construction paper feathers to this end for the turkey's tail.

Using construction paper, draw and cut out the neck and head of a turkey—include a beak and wattles—and tape or paste this to the bottom of the bag. These are made very quickly and easily, so your class can have a whole flock of turkeys this Thanksgiving.

CHERYL BOGROW

LANGUAGE OF THE GAME

The basketball season is just getting under way. The following topical poetry activities will heighten your students' appreciation of language and make the most of their interest in basketball.

First try the "rhyme fast break." Ask your students to write basketball terms that rhyme with *fall, nibble, flunk, owl, grass,* and *toot.* Then have them try to write a poem using as many rhyming basketball terms as possible. Next, see which children will be part of the "alliteration all stars." Ask them to write alliterative sentences such as "Doctor Dunk dribbled through the Duke defense." Start them off with names such as Jimmy Jump or Passing Pete. Use team names for practice with metaphor. For example: the Duke Blue Devils are one hot team this season; or the Utah Jazz started the season on a sweet note with six straight victories. Finally, explain how poets use onomatopoeia to describe sound. Show them how sounds at a basketball game can be described using this literary device. For example, the ball going through the net goes "swish." Children can make a list of all the sounds they hear at a big game.

JOHN MARSHALL CARTER

"TIME CAPSULE" LETTERS

After returning to school from maternity leave I gave my students (nine to ten years) a letter writing assignment that turned out to be a great experience. I asked each student to write a letter to my newborn son, telling him what life is like in the early 1980s. I told the students the letters would be put in Ryan's baby book for him to read when he was nine or ten years old.

The students were delighted with this assignment. Some of the contemporary occurrences and facts that they wrote about were the Space Shuttle Columbia, the Iranian hostage crisis, Reagan's presidency, major sports statistics, and current prices of items from gasoline to fast food.

Writing letters to my son was such a success that I have expanded the project. Now whenever a student in my class has a new sibling arrive in his or her family, we all write "time capsule" letters to the baby. When my students take these letters home, they can feel as though they have added to all that is special about having a new baby in the house. *LAURA KINSEY*

WHAT'S A PALINDROME?

Read it from right to left, and it will be the same as when you read it from left to right. That's a palindrome. "Huh?" you might ask. You catch on quickly. You just made a palindrome. Other single-word palindromes are *pep, eye, pop, wow.* Introduce this phenomenon to your students and challenge them to find palindromes on their own.

Writing phrases and sentences that work as palindromes is much more difficult, but it can be done. "Was it a bar or a bat I saw?" "No, it is open on one position." "Too hot to hoot." A popular dictionary prints this example: "Able was I ere I saw Elba."

A few commercial names are palindromes. There is a city in California called Yreka. A merchant there calls his shop Yreka Bakery.

You can do the same with numbers. These are easier and a good place to start with your students. Example: 25952. *ALAN FARRANT*

V92 n4 p 78, 80, 82, 84, 86, 88 29

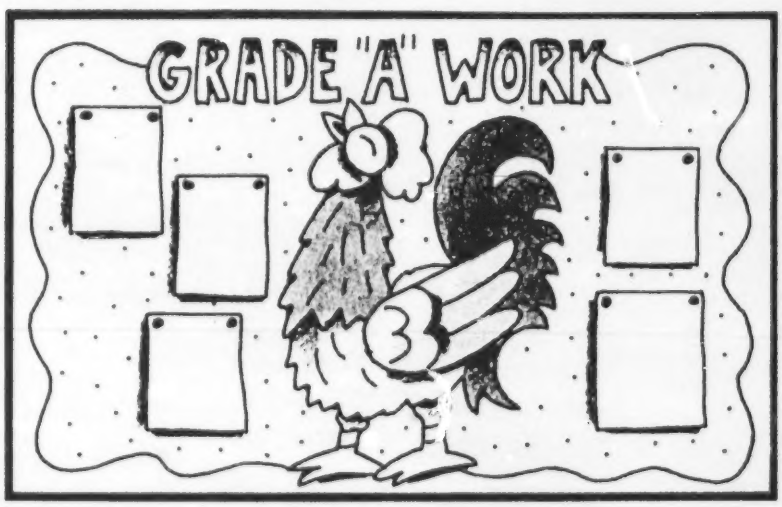
bulletin boards

DRESS UP A TURKEY

I wanted a Thanksgiving art project that was not the usual turkey. My idea was to have the class make a turkey and then dress it up. Students greeted the first part of my assignment without great excitement. They were told to simply draw, color, and cut out a large turkey, using construction paper. I then asked them to disguise their turkeys so a Pilgrim looking for a Thanksgiving meal would never recognize them. So the students put their turkeys into every manner of costume. We ended up with turkey football players, a World War I flying ace turkey complete with silk scarf, Pilgrim turkeys, a Santa Claus turkey, and a turkey dressed for a gala night on the town, sporting false eyelashes made of black yarn.

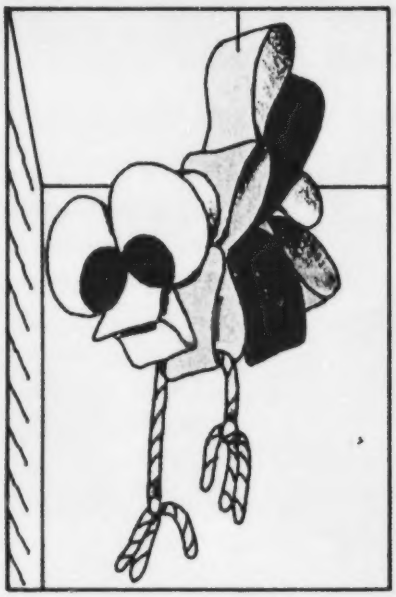
I cut out a Pilgrim and we mounted him, surrounded by disguised turkeys, on the hallway wall outside of our classroom. As a label for the display, I cut out red construction paper letters to spell the question, "Have you seen a turkey?"

LINDA WILSON



WORK TO CROW ABOUT

Make some noise about your students' best work with this bulletin board. Start by cutting out and coloring a large paper rooster. Then tack the best of your students' papers to colored sheets of paper that are placed all around the rooster. Make certain your rooster looks as happy about the papers on his board as the students will be when they see their work. *REBECCA FRIARY*



LOOPY THANKSGIVING TURKEY
To make this colorful turkey mobile for Thanksgiving, you will need the following materials: yellow yarn (one 12" piece and two 3" pieces) and nine paper strips (each 2"-3" wide). Different colored strips are needed: brown for the body and head; orange for the beak and tail; red for the wattle and tail; and yellow, blue, and green to complete the tail. The five tail pieces should each be 12" long. The two pieces for the beak and wattle should each be 6" long. The brown head piece, 12". And the brown strip for the body, 18" long. The last things you'll need are two large, white paper circles for the turkey's eyes.

First, glue or staple the brown body strip to make a large circle. When that is ready, begin to make the tail pieces into loops. Each tail "feather" or loop can then be stapled or glued, as close together as possible, on the body. Next, make a loop of the brown head piece of paper and attach it to the body across from the tail pieces.

You must decide at this point which tail loop you wish to hang your mobile from. You will then know where to attach the red wattle so it will hang below the head. After that is attached, fold the beak piece into an accordion shape with four folds. Attach the two ends to the head and you will have a squawking turkey with an open beak. The next step is to color in large, black eyeballs on the white circles and glue them to the head.

The yarn makes legs and feet. Tie the small pieces to the long piece of yarn, 1" up from each end, so you have three strands or "feet" at each end of the 12" piece. When you hang your turkey from its tail feather, the body will hang below every other loop. Drape the yellow yarn through the body loop and your "loopy" turkey will be ready to fly.

CAROL McROBERTS

ALL THE NEWS THAT'S FIT TO COLOR
Help make students active and wise newspaper readers with this activity. Each child will need his or her own front page of a newspaper and a pack of crayons. Begin by identifying and defining some basic newspaper elements on the page: *headline, news story, photo, advertisement.* With older students you can explain subheads, datelines, and the difference between local, national, and international news stories.

Next, have students decide on specific colors to make each element on the front page. At the top of the newspaper page, make a corresponding color key. Finally, have each student color over each part of the front page with the appropriately colored crayon. You can then check to see if every child can identify the different components of a newspaper.

Encourage students to use many different colors. Pin the finished front pages around your classroom for a colorful, informative display.

JOY LINDNER

THIS GAME SPELLS CHALLENGE
Here's a spelling game that everyone will enjoy. See if you can figure out how the game is played from this example:

My neighbor, Miss Sally Matter, likes her name and some other things, but there are many things she dislikes. Why does she like one thing and dislike another?

—Miss Sally likes guppies, but doesn't like fish.

—She likes aardvarks, but is frightened of snakes.

—Miss Sally likes pebbles, but won't touch a rock.

—She loves pretty dresses, but don't call them a frock.

You've probably seen that Miss Sally is fond of words with double letters in them. The last two examples show how you can make this a rhyming game as well. The variations of this game are endless. You might change the name to Pollyanna and feature words with two or more double letters (likes a *teepee,* not a *tent,* or likes *Tennessee,* not *Virginia*). How about Jean Early who favors a specific combination of vowels (*dream,* not *sleep,* or *break,* not *cheek*).

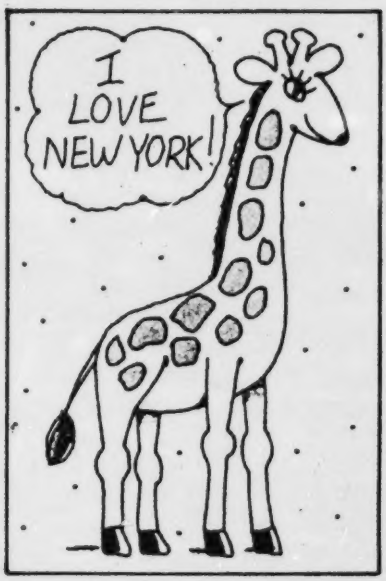
This game makes a fun assignment if you write a different letter or letter combination on slips of paper and let each child draw a slip to make certain combinations. The game will challenge students in writing, spelling, and creating rhyme.

JANE PRIEWE

A HANDFUL OF THANKS
Have children trace their hands on construction paper. Print the word *Thanksgiving* across each hand. Ask the children to write on each finger one person or thing they are thankful for. Then they can decorate the rest of the hand. Cut out the hands and your students will have their own handful of thanks.

CHERYL BOGROW

Teachers EXPRESS



JABBERING GIRAFFES

"If my giraffe could talk, he'd say, 'Have you been to New York?'"

This giraffe writing assignment will develop your primary children's imaginations plus their art and math skills. Tell the children that as you read statements about giraffes that have missing words, you want them to imagine a wonderful giraffe. Ask them to fill in the blanks with any answers they like. (Don't tell them what they will do with the answers.)

When they have completed their sentences, have them draw their giraffes exactly as they have answered, incorporating the exact measurements and colors.

Try these sentences:

My giraffe's name is _____.

My giraffe is _____inches tall.

My giraffe has _____-colored spots.

DEANNA ANDREANO

TIME LINE

Here's an easy-to-make, inexpensive time line that helps students put important historical events in chronological order. Tie a string across the room, high enough to be out of the way. As a date is learned or an event covered in class, write the date in large numerals on a computer keypunch card and clip it to the string. Tape another card to the bottom of the date card stating what makes this a date to remember.

PAM KLAWITTER

Teachers EXPRESS

FEATHERED FRIENDS

Anyone who can fill in each blank with the name of a bird will certainly deserve a feather in his or her cap.

1. The name of a letter or a boy's name __jay__
2. Frolic, romp, or a prank __lark__
3. Chew your food thoroughly before you do this __swallow__
4. A boy's name and a light color __bobwhite__
5. What a thief is doin' __robin__
6. A machine used for raising and lowering heavy weights __crane__
7. To move quickly or dodge __duck__
8. Extra and to move a boat using oars __sparrow__
9. A high official of the Roman Catholic Church __cardinal__
10. To offer for sale by calling out in the street __hawk__
11. To boast or gloat __crow__
12. A golf score of two strokes less than par on a hole __eagle__
13. An easy mark or someone who is easily fooled __pigeon__
14. A train track __rail__
15. To repeat by rote or memory __parrot__
16. Evening and a strong wind __nightingale__
17. A highway and a person in the 50-yard dash __roadrunner__
18. A slang term for a coward __chicken__
19. A slang term for a failure or a flop __turkey__
20. The name of a baseball team in Baltimore __orioles__

KATHY PETERSON

"WHAT-IS BOOKLETS"

Challenge students' imaginations and vocabulary with these tiny books made from construction paper and staples. The first type are "shape" booklets. I begin by cutting out triangles, squares, and circles, all big enough to carry three large words on the front. Then staple anywhere from 6 to 10 of the same shapes together. On the covers of the appropriate booklets write: "A circle is . . . ," "A triangle is . . . ," and "A square is . . . ." Then let your students finish the books by writing the names of some objects that are the correct shape for each book on the blank pages.

"Size" booklets can be titled: "What is big?" "What is tiny?" "Tall is . . . ," and so on. You can make the size of the booklets themselves match the corresponding question on the cover.

Using different-colored construction paper, you also can create "color" books. "Green is . . . ," "Pink is . . . ," and so on are possibilities for titles.

GERTRUDE PARKER

ANIMAL OCCUPATIONS

Does a particular animal personify a special profession? If animals had jobs, what would each one do? I asked my students these questions and told them to draw an animal in the garb of its profession. One boy figured a sea horse would remain a horse, but he put a tuna, dressed as a sheriff, on its back. This drawing exercise produces some imaginative results as students wonder how animals might appear if they ruled the world.

PAM KLAWITTER

CORRECTION CLUE

How do you make certain your students read over corrected papers you return to them? When my fourth graders receive corrected papers, they know that somewhere on the page they will find a smiling face. It will be tiny and partially hidden in a letter or number. If the face has a curl on its head, the student must show it to me within a certain length of time and also give me a corrected answer to at least one mistake in that paper.

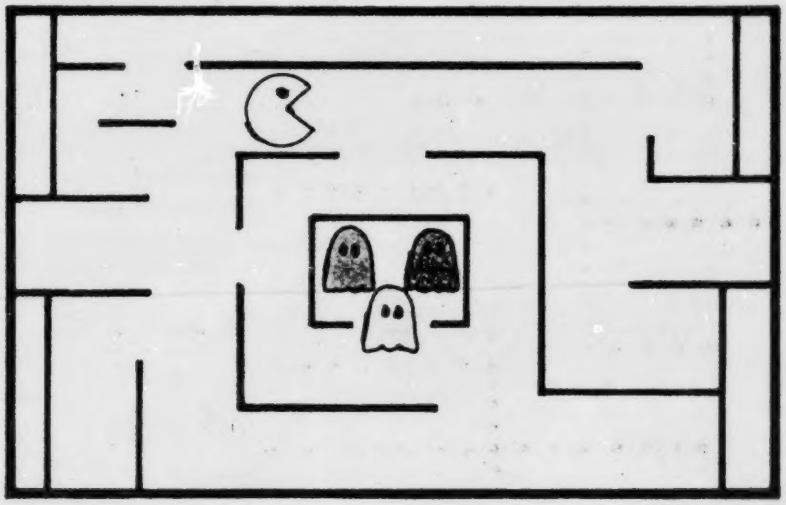
MARGARET GRANDE

HELP HANG THE WASH

I use this clothesline bulletin board for alphabetizing activities. First, draw the clothesline poles and some grass. Draw and cut out a laundry basket and, when fastening it to the board, leave the top open to form a pocket. Use heavy string for the clothesline and have some small plastic clothespins on hand to hang the "wash" with.

Next, ask children to make some paper "wash" items: clothing, linens, and so on. Label each piece clearly. You can begin the activity by hanging some items yourself and asking the class to rearrange them on the line alphabetically. As skill develops, add more items to the activity, placing the unused pieces in the open laundry basket.

MARY ANN PECCI



AMAZING PAC-MAN

Young artists can plot the action of Pac-Man on their own colorful "maze" posters. Materials needed are construction paper, paper punch with which to make dots, paste, and scissors. Students make their posters to resemble a video screen.

One aim of the art lesson is to make colors seem to glow. Colors of equal intensity, such as purple and yellow, will create this electronic effect. Another aim is to place the dots, ghosts, and Pac-Man so that the eye keeps moving along the maze.

My art students were perfectly quiet (listening to music) as they did this project because they were so intent on making their mazes.

SISTER GWEN FLORYANCE

HATS OFF TO THESE

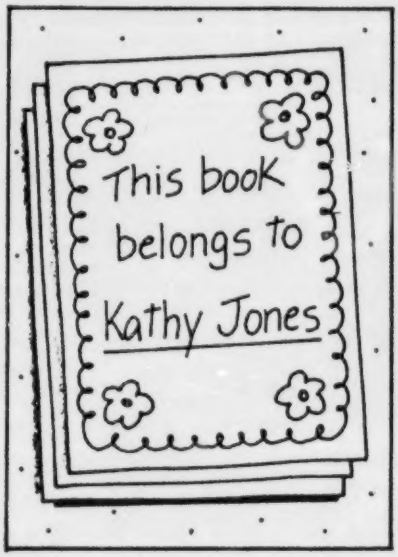
Make a bulletin board for November that displays your students' best work and uses a Thanksgiving theme to commend them for a job well done. First, cut out a small Pilgrim hat or bonnet for each child in your class and write his or her name across the front of the hat. Then, when a student hands in a good paper, staple it to the bulletin board under his or her personal hat. This is an attractive and practical way to "take off your hat" to your children's best efforts. *CATHY STEFANEC-OGREN*

WHERE IN THE WORLD ARE YOU?

This geography activity tests students' knowledge of local, national, or world geography. The activity can be done in pairs or in small groups, and uses maps taken from daily newspapers. Cut the maps from the newspapers and paste part or all of each map on a separate index card. For the next step, you will need colored adhesive dots. We used different shades of green for countries, states, and other land masses, and blue for bodies of water. Using sections cut from the adhesive circles, cover several localities and bodies of water on the map so a student cannot read the name of the colored area. Leave one or two named places showing so the student can have a reference point. The player's objective is to name each colored area after being prompted by questions from a moderator.

For instance, your first card might show a portion of a map showing the state of Massachusetts, its bordering states, and the Atlantic Ocean. All state and ocean names, except for Massachusetts, would be covered by a sticker. To begin, the moderator would ask the student who picked this card what country the map was a part of. Then the student would be asked to identify what each colored dot was pasted over. In this case, the covered areas are the Atlantic Ocean and the states of Vermont, New Hampshire, Connecticut, and Rhode Island. For maps of different countries and continents, the first question can be broader: Where in the world are you?

I make up a sheet with questions for each map and let a student act as moderator. Each player has a record sheet to keep track of his score. Award one point for each correct answer. *MARY LICKTEIG*



BOOKPLATES

Help generate interest in books during National Book Week by making bookplates with your students. Explain that bookplates are designed to identify the book's owner and to reflect that person's personality. Bring in some real bookplates for models. Have children fold a large sheet of paper into small rectangles and then let them work on creating many different designs. Children can then paste or tape their favorite design onto the inside front cover of a book they own. Personal bookplates will develop children's pride in owning and caring for their books. *BEVERLY HILL*

HOLIDAY ANIMALS

Different animals are associated with many of our holidays. Reindeer remind us of Christmas, turkeys make us think of Thanksgiving, and, of course, rabbits leap to mind when Easter is mentioned. But there are still many holidays going without a special animal. If animals could be part of other holidays and celebrations, which would your students choose and why? A short list of days to consider: New Year's Day, Fourth of July, Valentine's Day, Flag Day, Mother's and Father's Day, Memorial Day, Saint Patrick's Day, your birthday. *TEDDY MEISTER*

ANSWERS TO CAPTAIN QUEST'S CALENDAR QUIZ

December decoder

1. Hello or good morning
2. Good-bye
3. The boy
4. The girl
5. The school
6. The house
7. The dog
8. The cat

Hanukkah scramble

1. Latkes
2. Menorah
3. Hanukkah
4. Dreidl
5. Maccabees

What's my line?

Amelia Earhart — pilot
Emmett Kelly — clown
Engelbert Humperdinck — composer
Enrico Fermi — scientist
Franklin D. Roosevelt — president
Cathy Rigby Mason — gymnast

Triangle tree

There are at least 55 triangles in this tree.

True or false?

They're all true.

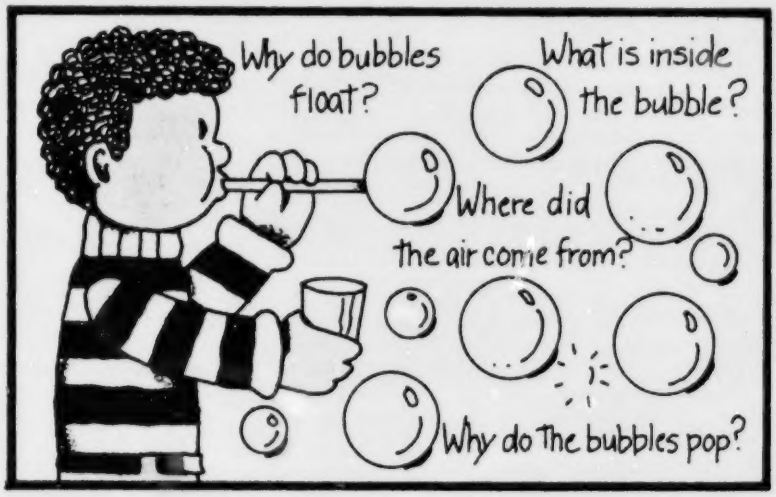
Teachers EXPRESS When you need a good idea overnight

EXPRESS TIP OF THE MONTH: SOAP BUBBLE SCIENCE

Here's a way to teach science with soap bubbles. Kindergarten and early primary graders can experience the scientific processes of observing, predicting, inferring, and recording by blowing soap bubbles . . . just for fun. In addition, they'll gain a beginner's understanding of the properties of air and fluids, the shape and nature of a sphere, and even evaporation.

Cover all the desks with newspaper and give each child a paper cup half-filled with diluted liquid detergent, a straw, and several pieces of paper on which they can record their discoveries. While preparing the cups, mention that liquid detergent is a fluid that can be poured from one container to another. Show kids how to dip one end of their straws in the liquid, let the liquid drip once, and then blow bubbles through the straw. Have them draw pictures of their bubbles. Ask questions such as: What is inside the bubbles? (Air) Where did the air come from? (From blowing into the straw) Why do the bubbles pop? (Because the atmospheric pressure outside the bubble becomes greater than the air pressure inside.) Why do some of them show rainbow colors? (Because light passing through the bubble is refracted and separated into different colors.) Ask students to blow one bubble onto a sheet of paper, circle the wet spot, initial it, and place it on the windowsill for a future lesson in which they can study evaporation.

DOROTHY NEEDHAM



Illustrations by Mila Lazarevich

CORRECT CHANGE

Many children and most adults are able to count correct change if an electronic cash register tells them how much to give back. But when the machine is broken or a customer gives a penny or two extra, some children can't figure out the correct change. During the last five or ten minutes of a class, challenge students with "correct change" problems. Give the class a total amount of a purchase and the amount given by the customer. Then ask them to figure out the change to return. For instance: "If I buy a record for $6.27 and give you $10.07, what is my change?" You can make the problems as elaborate as the class can handle. After a few weeks, ask the students to make up their own problems, which you can draw from a box and recite to the class. A few months of this drill and your students will have no difficulty giving or getting the correct change. *CAROLYN ROBERTS*

THE STORYTELLER'S ART

A good part of the success of a storytelling session is to be able to get the audience's attention focused off each member's individual concerns and onto the story's scene. I wanted a simple, unmistakable signal to young children that storytime was about to begin. I also needed a method of making smooth transitions from one story or poem to another, something that would help to refocus the children's attention. It was with all this in mind that I developed my pocketed Continuity Cape. I made the cape from an ordinary pattern cut to about fingertip length. I chose a bright red, washable fabric for the cape and varied calico prints for the pockets. Some pockets are flat and some are gathered to allow room for thick items. The pockets of the cape are where I stuff the objects that help to introduce key elements of the story to follow.

Here are a few examples of objects I have pulled from my pockets to introduce stories. I use a small bundle of straw, a few sticks, and some small building blocks to lead into "The Three Little Pigs." To begin the poem "The Three Little Kittens," I pull a mitten out of a pocket and tell the children that someone must have lost it.

My one absolute rule about storytelling is to stop at the height of my listeners' interest and enjoyment, not when they seem no longer interested. You may have a pocket or two left undisclosed, but halting at the peak of interest insures that the response to the next cape episode will be one of eager anticipation. *DONNA FORD*

CLOTHESPIN CHORES

I use spring-type clothespins to make displays that help my students and me keep track of assignments and classroom chores. The worker wheel reminds students of the classroom housekeeping tasks they have been assigned. To make the wheel, cut out a large circle from poster board. Using markers, divide the circle into wedges, one per job, and write a classroom chore in each wedge. Print each student's name on a spring-type clothespin and clip these along the rim of a coffee can that has been covered with contact paper or wallpaper. When assigned a chore for the week, the student removes his or her clothespin from the can and clips it to the edge of the wheel in the section that names his or her job.

I also use a board and clothespins to keep track of students' nightly homework. I write each student's name along one long edge of a rectangle cut from poster board. Across from the students' names are clothespins clipped to the edge of the board. As children hand in their homework, they move clothespins to line up with their names on the other edge of the poster board. I can then tell at a glance who has handed in their homework for the day.

MARY ANN PECCI

p121-122, 125-126, 128, 130 35 V92.n5

A WINTER SCENE

In winter, trees have the appearance of a fine line drawing. At night, hills appear black behind patches of snow. Animals such as deer are easier to spot because of the bare forest. I use these elements of a winter scene as a starting point for an art project. My sixth graders first draw trees on construction paper with a fine-tip black magic marker. They try to make the trees as delicate looking as possible. Next, they tear out the shapes of hills and snowbanks from black and white construction paper. Tearing the paper gives these shapes a slightly ragged edge that looks realistic. Then they draw deer and other animals after studying photographs of them. They color in the animals' shapes and cut them out. Only after all the paper pieces are completed are directions given to arrange everything in a balanced composition around the trees. Finally, after minor adjustments of the cut and torn shapes, the pieces are pasted down and the winter scenes are complete.

SISTER GWEN FLORYANCE

NAME THAT COMPUTER

Anyone who has ever used a computer has found him- or herself talking to the machine as if it were a person (friend and enemy!). My students have one hour a week to show one of our computers all they know about math, reading, logic, and many other topics. And the more they use the computers, the more they talk to them. So I decided to run a contest to name our computers. Everyone was excited about the chance to christen a computer, and we collected hundreds of names. The students had one week to turn in their suggestions. A committee of teachers selected the top 25 entries and then made ballots with the finalists' names. Then the students voted for their favorites. Now each computer carrel in the library sports a computer-printed sign with a special name. Our students not only love to compute, they also look forward to learning with "Einstein," and "Brainiac." *DAVID FIDAY*

WHAT'S IN A NAME?

You've taught map-reading skills and explained to your students the importance of being able to locate places on the map. But sending children to their maps to locate cities and rivers can be tedious. This game reinforces map locating skills and draws on each student's imagination and vocabulary. Provide your students with a list of phrases that describe the names of cities. An example is "a hot weather town—Summerville, Georgia." Students first try to figure out the clue to the city's name and then they locate it on the map. Here are a few to get you started. In Pennsylvania find a town in the center of things (Middletown) and a town named after the ocean east of the United States (Atlantic). Using the North Carolina state map, find a place that is winter white and steep (Snow Hill) and a town named after a pig that sways back and forth (Rockingham). On the New York state map there is a city named after an island that is 90 miles south of Florida (Cuba) and a place whose namesake is a flower that has thorns on its bushes (Rose).

VARA HITCHCOCK AND SHARON CRAWLEY

WHO'S WHO?

Here's a way to get students to learn some unusual but useful vocabulary words. Divide a duplicating master into nine large rectangular sections. At the bottom of each section, type titles or names given to people who have a certain occupation or hobby. Examples are: podiatrist, manicurist, philatelist, haberdasher, mortician, instructor, numismatist, legerdemainist, sleuth, florist, and milliner. Give each student a copy of the sheet and a dictionary to find pronunciations and meanings for the words. To show their understanding of the words, students should draw in the box an object that would be associated with a person of that particular name or title. When everyone is finished, have students pronounce and discuss each of the words, clarifying or explaining their drawings if necessary. Then display the papers to help students further remember who's who among these ordinary people with the fancy names. *SANDRA FREY*

READING CORNER

The reading corner is a special part of any classroom. I set my reading area apart by putting a castle in the middle of it. I make the castle by painting a large cardboard appliance box and using poster board to make a turret. Over the doors of the castle I paint the words "Enter the Kingdom of Reading."

RUTH NEIMEYER DALE

BE A THUMBUDDY

Encourage students' creativity with this simple art project. Begin by making a construction paper frame for each student by cutting the center out of each piece of construction paper and gluing lighter weight paper to the back. Instruct the children to press their thumbs onto an ink pad, then make their imprints on the lightweight paper inside each frame. They can make just one or two prints or as many as they please. Then ask them to turn all the thumbprints into strange creatures, animals, people, flowers, and so on, using thin markers or colored pencils. These framed thumbprints can be shared with the entire school on a Be a Thumbuddy bulletin board. And they can be given as personalized gifts. *ANNE PACHECO*

Teachers EXPRESS

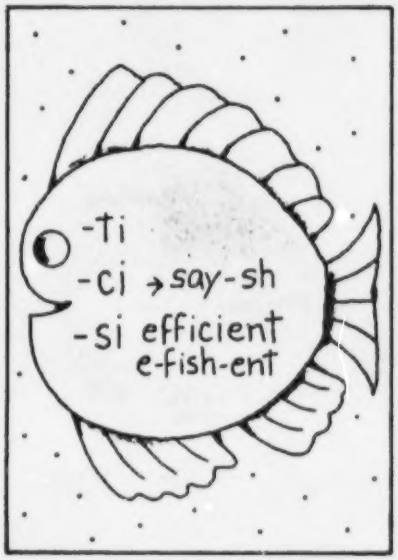
PLAYING WITH PERCENTS

Here's an activity I use with my sixth graders when we study percentages. After learning the procedure for finding percentages and figuring sales tax, I distribute catalogs which I have saved throughout the year. I ask the children to select three things they would like to "purchase" from their catalogs. The students fill out order forms and compute sales tax. Then they fill out "checks" that I run off on the duplicating machine. This activity provides practice with computing percents, filling out order forms, and writing checks, all activities that require precise figuring and writing. *ELEANOR MESSNER*

CHINESE NEW YEAR

Celebrate Chinese New Year's Day—February 13 this year—by making a dragon that your kids can wear. The dragon is made of a dozen large, green plastic trash bags. You begin by cutting each bag open and laying it out on the floor so you have one flat piece of plastic. Then you sew or staple the bags together so you are left with one long sheet of plastic. Tape thin strips of yellow tissue paper along both edges of the plastic. These edges will be the bottom of the dragon. Next, cut a long strip of yellow construction paper, fold it vertically in half, and tape or staple this "spine" along the middle of the bags. Drape the plastic over five or six children so the spine runs along the top. (The plastic will be completely open at the children's waists, so there is no safety problem.) Cut holes for the lead child's head and arms. Fashion a dragon's head from a cardboard box that is covered with scraps of the green plastic. Add Styrofoam eyes and paper horns, nostrils, and tongue. Bunch together and tie or staple the extra plastic behind the last child in the dragon. This will form the dragon's tail. If you want a smoke-puffing dragon, roll powder into a paper tube and close the tube with cotton balls. One puff from the lead child and you have a magic dragon. Let your dragon pay a surprise visit to a neighboring classroom! *BETTY DEITLOFF*

Teachers EXPRESS



FISHY FRIEND

A "fish friend" chart helps children improve word attack skills when it is used with a phonetic reading program, or even more when children do not receive formal instruction in phonics.

Although this chart might seem to appeal to only younger students, I have used it for years with sixth graders. It illustrates a simple phonetic rule: -ti, -ci, and -si, when followed by a vowel, say *sh*. You can copy this chart easily in a few minutes and then place it in a prominent place in the room.

When children read aloud and come across an unfamiliar word containing any of the above digraphs, they will be able to glance at their fish friend and continue to read pro-fish-iently.

DOROTHY WESTWOOD

SUN FADES

For an art project that will provide a surprise for your children, try making "sun fades." Give each child a piece of manila or white drawing paper. Have them each draw and then cut out a shape such as a butterfly, flower, car, animal, airplane, or rocket. Then staple this shape (one staple will do) to a piece of colored construction paper of the child's choice. Tape these to the window with the cutout shapes next to the glass, facing out. Leave them up for about two weeks. When you take them down and remove the shapes, the sun will have faded the paper all around them, but the shapes stand out in all their glory. The unveiling of the finished products will bring surprise and delight. *BETTIE WALKER*

ONE COUNTY'S HISTORY

My third, fourth, and fifth grade students recently put on a program to demonstrate the growth and change of their county during the years 1800 to 1900. This program was a sound-and-light production that was engineered from start to finish by the class. The first thing the students did to get ready for the program was to research the history of the county. They obtained local history books and interviewed some senior citizens to learn about the people who had made contributions to their towns and about the history of the local landmarks that are still standing and of those that have been destroyed. They also wanted to know about famous events, legends, and lifestyles of the people of the county. They hoped to include both humorous and serious stories. Once the research was completed, the students compiled the information into ten reports, each report covering the events of one decade. These eventually became the scripts for the program.

Students then broke up into ten groups and began to make models portraying the county as it was during a particular decade. The models were constructed on plywood and were made of many materials including clay, boxes, and ice-cream sticks. The boxes were covered and painted to look like wood-sided houses. The clay was used to make brick homes, streets, and sidewalks. The ice-cream sticks made excellent planks for the sidewalks the county had during the 1850s. The children also brought from home model trains, stagecoaches, covered wagons, and streetcars. The class even wired a one-watt bulb into a building that had the first electric light in the 1880s.

The students also put together a collection of slides and photographs. The sound portion of the program was taped and included music from the times and special sound effects such as a train whistle, church bells, galloping horses, and a streetcar clanking over its tracks. These sounds were played on cue by the narrator as he or she read the script. Three flashlights were used in the darkened room to spotlight each model as it was described. Sometimes the flashlights were turned off and a slide was displayed on a screen. By all accounts, our program was a great success!

JEFF DEREMIAH

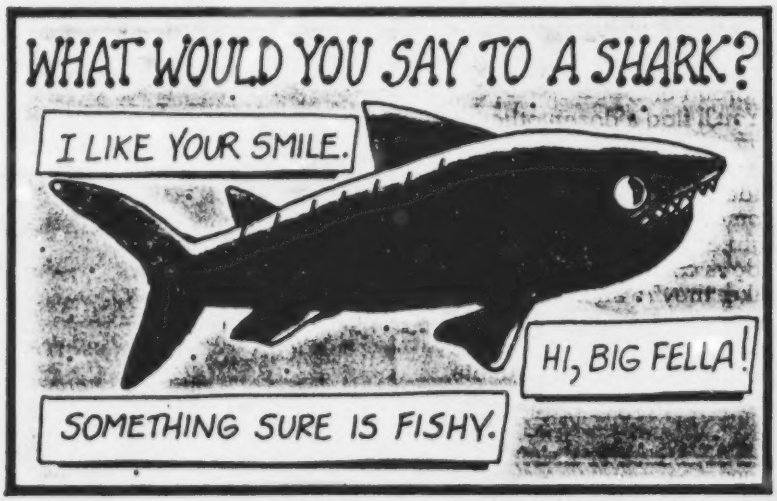
SLIDE TO VICTORY

A sled race bulletin board is a great student motivator for the winter. Start by covering the board with blue paper. Then cut out some steep, snow-covered hills from white paper and place them over the blue. Make a small sled and rider for each student and print the student's name on the sled. These sleds can be cut from different-colored sheets of construction paper. At the bottom of the hill place a sign showing the finish line for the race. The last step is to divide the "race course" into four or five equal sections by drawing in some light pencil lines across the hill. Start all the sleds at the top of the hill and move a student's sled one section when he or she turns in a perfect paper or exhibits good behavior. The challenge to be first to the finish line will get your students working. *MARILYN BURCH*

See Materials/Information Listing 126 →

bulletin boards

WINTER FUN BULLETIN BOARD
This bulletin board is basically student made, and it reflects your students' interests. First, your job: cover the board with blue construction paper for the sky and add white paper for the snow-covered hills and fields. Cut out a frozen pond from the blue paper and place it near the middle of the board. Then ask each student to draw, on a 9" × 12" sheet of manila paper, a simple stick figure of a person involved in a favorite winter game or activity. He or she could be skating, skiing, sledding, or building a snowman. Remind the students to draw the figures lightly and to make them big enough so they can be seen from across the room. Students then make the figures "fat" by drawing a faint line all around them—about a half inch from the body. Next, the children color in clothes, filling in the space around the stick figures. Then they cut out their figures and paste them to the board. After the children have placed their figures in the correct place on the board, they can draw and cut out hats, scarves, and sports equipment and paste those into place on the figures. You'll then have a colorful winter scene. *MARION HOSTETLER*



ANIMAL TALK
This is an attention-getting bulletin board that reinforces grammar skills and requires student participation. First, find a large photograph or poster of an animal and center it on a board labeled "What would you say to a _____?" Cut out strips of construction paper for students to write appropriate remarks on; staple the finished remarks all around the picture. I always have my students write their sentences on scratch paper first and exchange them with one another for proofreading. *BARBARA MOHR*

SHADES OF MEANING

To help students become aware of the subtle differences in meaning among synonyms, I make a bulletin board labeled "shades of meaning." To make this bulletin board, cover the board with three vertical strips of paper in three different shades of the same color. Ask students to illustrate three synonyms on three separate sheets of paper. Examples are: little, tiny, microscopic; grin, chuckle, guffaw; hat, cap, bonnet. Post the groups of synonyms across the board, one word and picture to each shade of colored paper. *ISOBEL LIVINGSTONE*

IF I RAN THE SCHOOL

Give your students' imaginations free reign in your school for a day with this story writing idea. I ask my students to imagine that our town in Minnesota has been struck by a blizzard. The buses drop off the students at school, but none of the adults can make it through the snow. Each child then chooses one adult in the school to replace. What would you cook up in the kitchen if you ran the cafeteria? How would you run a class if you were a teacher? What rules would you change if you were the principal for a day? Have students write a story about this mixed-up school day. Then let the imposters share their stories with the adults. *JEAN ANTONY*

ALPHABET MONSTER BOXES

This project lets kids use monsters to help them learn the alphabet. First, make a master sheet of all the uppercase and lowercase letters in the alphabet, then run off a sheet for each child in the class. Glue these sheets on a file folder. Then cut out each letter and save one set of uppercase and lowercase letters for each child. Ask each student to bring a shoe box into school. Then, with construction paper, crayons, and glue, have each student decorate his or her shoe box to look like a monster. The monsters must all have mouths (but they can be anywhere on the monster's body) and the mouths must be cut out. When the monster boxes are all prepared, ask the students to sit down with their letters and their hungry monsters. Then hold up a letter for the children to see. If they can tell you the letter and find it in their own pile of letters, they can feed it to their monsters. *LYNN PALIN*

ANSWERS TO CAPTAIN QUEST'S CALENDAR QUIZ

GRIMM BUSINESS

Tom Thumb
Rapunzel
Snow White
Rumpelstiltskin
Red Riding Hood

NEW YEAR'S NEWS

The Chinese set off firecrackers, and in Leningrad, Russia, the new year is welcomed in with a hundred cannon shots at midnight.

PIG RIDDLES

In the hamper
Porkahontas
To save time

POOH CORNER

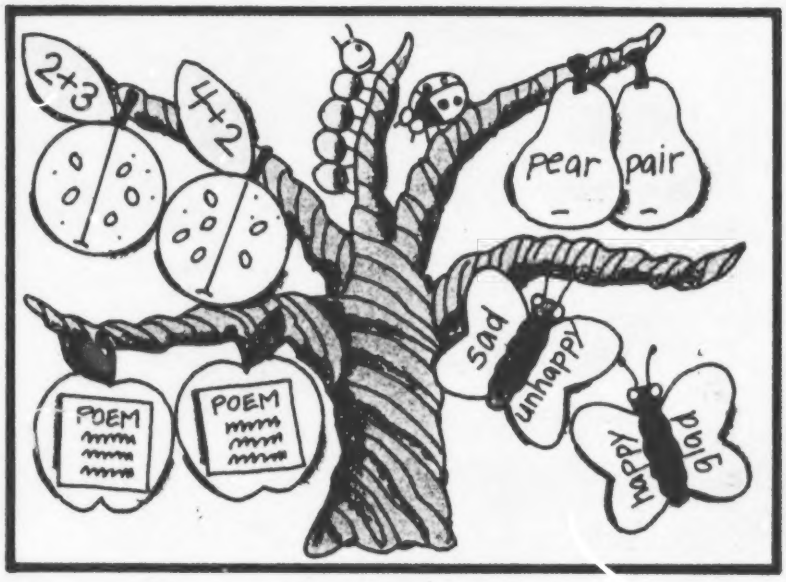
H	U	R	J	T	Z	Y	O	M	A
O	W	T	R	T	I	G	G	E	R
O	O	E	F	G	R	O	O	K	H
X	R	L	E	H	D	C	H	Z	E
L	K	G	A	Y	E	O	S	F	D
P	A	I	H	D	O	E	W	A	S
J	N	P	O	P	Y	R	V	L	F
K	G	U	L	I	U	A	E	P	O
R	A	B	B	I	T	N	Q	M	R

Teachers EXPRESS When you need a good idea overnight

EXPRESS TIP OF THE MONTH

Once you plant this "anything tree" at the center of your bulletin board, you will have a permanent display that can be used to teach skills in almost any subject area. The tree can change during the course of the day as you and your students move from math to language activities, or it can change with the seasons.

Here are just a few ideas to try with the anything tree. Cut out butterflies' bodies and some separate, removable wings. Write synonyms on the butterflies' wings. Children may match the wings by choosing synonyms or may choose wings with words that relate to a word that is already on the butterfly's body. Turn the tree into a poets' place by hanging apples with poems on them from the branches. Or display two pieces of the same type of fruit placed together to match up homonyms. Create number sentences with the leaves and seeds of fruit. Have children match the equation written on the leaves with the correct set of seeds.



Illustrations by Mila Lazarevich

Construct the tree itself by simply twisting brown wrapping paper to the desired length to form the trunk. The branches can be made from thinner pieces of the same wrapped material. Staple the branches to the bulletin board in a twisting and turning pattern and you'll have a lifelike tree, ready for learning fruits and blossoms.

SIGRID WOODROW-BOMBA

OLD-FASHIONED VALENTINES

These easy-to-make paper sculptures make pretty valentines. They are not heart-shaped, but they make delicate and different designs for valentines. Start with a piece of 12-inch by 18-inch construction paper. Use either red or white paper. Fold this sheet lengthwise two times. Next, make scissor cuts along the folds at intervals of about an inch. Do not cut any pieces of paper away. When you finish cutting along the entire length of the two edges, open the folded paper up to reveal the design. To get different designs you must make different types of cuts along the folded edges. For triangular-shaped openings, make diagonal cuts. For half-moons, make crescent-shaped cuts. For square or rectangular shapes, cut straight in from the edge, then up at a right angle. Finally, you glue or tape the valentine to a larger background sheet. Red designs should go on white backing, and white on red.

AILEEN LeBLANC

CONSERVATION IN THE ART ROOM

These scenes are common in too many art rooms: A student starts a project and tosses it out for the slightest error. A student needing only a scrap of paper cuts up a large sheet and discards the rest. Large amounts of paint are poured when only a small amount is needed. Empty jars, packing materials, and scraps are thrown away instead of being creatively recycled.

We teachers should stress conservation of supplies and help students to see art as a problem-solving experience—where accidents can become assets. Here are ways to do more with less.

1. Have students collect something that is usually discarded and display it in some unusual way. I've had students make houses from french fry containers and vests from the pop tops of soda cans.
2. Create a still life from some found object and make the finding part of the lesson. A walk around the school, through a park, or down the street will yield materials for a weaving, collage, or sculpture.
3. Visit a local lumberyard for castoffs. You will find pieces of wood and shavings that can be made into sculptures and reliefs.

The possibilities for using everyday and leftover materials in the art room are endless. Once students have their eyes open to the possibilities, they will amaze you with their own ideas.

ARLENE MILGRAM

POP AND READ

Here's an action game that will test children's reading comprehension and their ability to carry out detailed directions.

You will need some balloons and small pieces of paper for this activity. Write a series of directions on each slip of paper, enough for each child in your class. Roll up the papers loosely and put one inside each of the balloons. Then inflate the balloons and tie them. When each child has a balloon, I tell them that when they burst the balloon they will receive some directions that they must carry out without fail. I call on each student, one at a time, to break his or her balloon with a straight pin I provide. The child hands me the direction sheet and then performs the task.

Here are some sample sets of directions.

1) Hop on your right foot to the chalkboard, write the vowels on the board, and hop back to your desk on your left foot.

2) Walk to the bulletin board, holding your right arm straight up and your left arm out to the side. Point out the capitals of Maine and California on the map and return to your seat, reversing the positions of your arms.

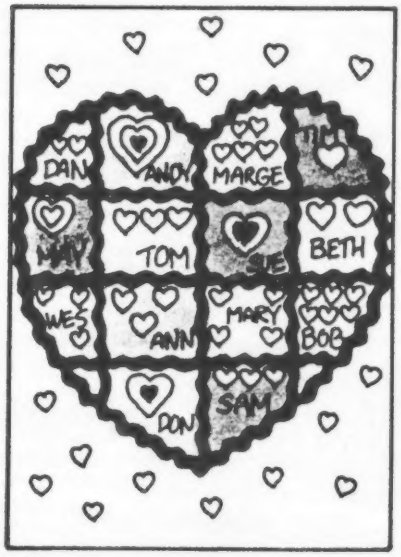
DAISY LYNCH

V92 n6 p140, 143, 145, 147-148, 150 41

Teachers EXPRESS

HAVE A HEART

My class made large quilted Valentine's Day hearts for our librarian and our principal. I started by giving each child a 10-inch by 8-inch piece of construction paper. (Half of the children received a red piece, the other half received a white one.) The children then decorated their paper rectangles with small hearts, valentine messages, and their names. Next, I cut a large heart from tagboard and glued each rectangle onto the heart, patchwork quilt-style. (Each red rectangle was placed next to a white rectangle.) Some of the rectangles had to have their corners cut, but all the messages came out intact. We covered empty spaces that were left with plain red or white construction paper. I used red ricrac for a border around each student's rectangle and around the edge of the heart. Our librarian and the principal hung their valentines on their doors, and my children loved seeing their work displayed. *FRAN PELLY*



DREAM ROOM

Ask children to think about their own room or some other room in their home and how they would like to change that room if they were given the chance.

Provide students with large sheets of white paper, pencils, and rulers and ask them to draw a floor plan that illustrates their revisions. Students must understand the concept of drawing objects to scale to do this part of the project. Once you've explained this, tell them to let ½-inch represent one foot in their drawings. Remind students to sketch in all the doors and windows.

Your students need to collect magazines, newspapers, and catalogs for the next step in the project, which is to select items to furnish their rooms with. Each student is allotted $1,000 for furnishings. They must cut out pictures of the items they wish to buy, along with the price for each, and draw up a budget sheet. Once students reach $1,000, they are to draw in the furniture on their plans. These must also be drawn to scale. Completed projects include the scale drawing, a list of items bought, and a budget sheet. Extra credit assignments might include finding the cost of carpeting or wallpapering a room and figuring the costs of furnishing a room with different styles of furniture

DIANNE MELTESEN

MATH MARATHON

I use this math drill activity to put my fourth graders "through their paces" in computation. Start by making a set of about twenty footprints from construction paper. I make each print about 1-inch long and 8-inch wide. On one side of each footprint, write a computation problem. You can make it an addition, multiplication, division, or subtraction problem. On the back of the footprint, write the answer to the problem. Next, place the footprints around the room on the floor, close enough together so that a student can step from one to another easily. Each child then takes a turn walking the math marathon trail. To move a step closer to the finish line, he or she must answer the problem on the footprint correctly. If a child misses a problem, the next student in line begins the game and continues until a mistake is made. When a child misses a problem, he or she must sit down and write that problem in a notebook. *BRUCE LUND*

GOOD VIBES

To demonstrate the tremendous energy produced by sound waves, have your students participate in this experiment that shows how sound waves can make air vibrate. Working with a partner, one student raps a tuning fork sharply on a desk while the partner attempts to pass a cotton ball, suspended on a thread, between the tines of the fork. The cotton ball will fly away from the tuning fork quite abruptly because it has run into the fast moving sound waves.

DOROTHY NEEDHAM

GROUNDHOG PUPPET SHOW

Let kids celebrate Groundhog Day this year with their own groundhog puppets and stages. To make the stages, have each child trim off the top half of a brown paper lunch bag. In the middle of the bottom of the bag, cut out a rectangle 2-inch long and ½-inch wide. (The bottom of the bag will be the top of the groundhog's "stage.") Next, cut out from brown tagboard a groundhog in profile, standing up on its hind legs. Draw in eyes, nose, and whiskers on each side of its head. Then mount the groundhog on an ice-cream stick with tape or glue.

The next step is to run off copies of the poem that goes with the props. The poem, titled "Little Groundhog," goes like this:

Little groundhog down below
Underneath the wintry snow.
Come on out and tell us true,
Is spring coming?
Is winter through?

Paste a copy of the poem on one side of the paper-bag stages.

Now you are ready for the performance. Each child holds his or her paper-bag stage in one hand, and the groundhog in the other. Children keep their puppets covered in the bag as they all recite the first two lines of the poem. On the third line, "Come on out and tell us true," they bring their puppets up through the holes in the bottom of the bags. One final touch is to paint the part of the bag not covered with the poem with white paint so it appears that the groundhog is poking up through a snowbank to see if the sun is shining.

AMY MAROTTA

GREAT AMERICANS DAY

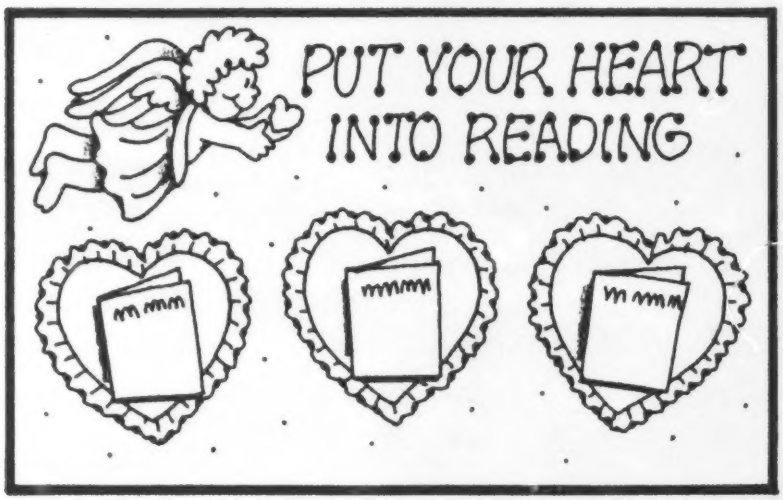
One activity I use every year to help make history live for my students is a Great Americans Day. On this day I ask my students to come to school costumed as one of their most admired figures in American history. Anyone who wanders into our classroom on Great Americans Day would think he or she was in a time warp. They would meet and speak with George Washington, the Wright brothers, Helen Keller and Annie Sullivan, Babe Ruth, and many more figures from America's past. After all the costumed kids are assembled, we tour the lower elementary school classrooms. At each of our stops, students present a short program of original poems and stories about the famous people they portray. As they perform, not only do many proud moments from America's past come to life, but also history is shown to be a subject that can captivate children's imaginations. *LANCE LAMPHERE*

MAGNETIC FIELDS MADE VISIBLE

With a few different types of magnets, some various metals, and some iron filings, students can discover the mysterious lines of force that exist around every magnet. Most teachers know the following procedure quite well. First students place a magnet or magnets on a flat surface. Then they place a piece of plain white paper above the magnets and slowly sprinkle iron filings on the paper over the magnets until the full magnetic field appears.

Usually, this magnetic field that the students create is only a temporary thing. At the end of the class the filings are returned to their jar, and the magnets are put away. With one more step to the procedure, you can save the patterns created by magnetic force. As soon as the filings move into patterns around the magnets, spray them with a clear acrylic spray that is sold in most art supply stores. When the spray hardens, it fixes the filings to the paper so that the evidence of the magnetic fields is permanent. I always make a display for our hallway with these finished works of magnetic art. They are especially effective against a brightly colored background. *PHILIP PANKIEWICZ*

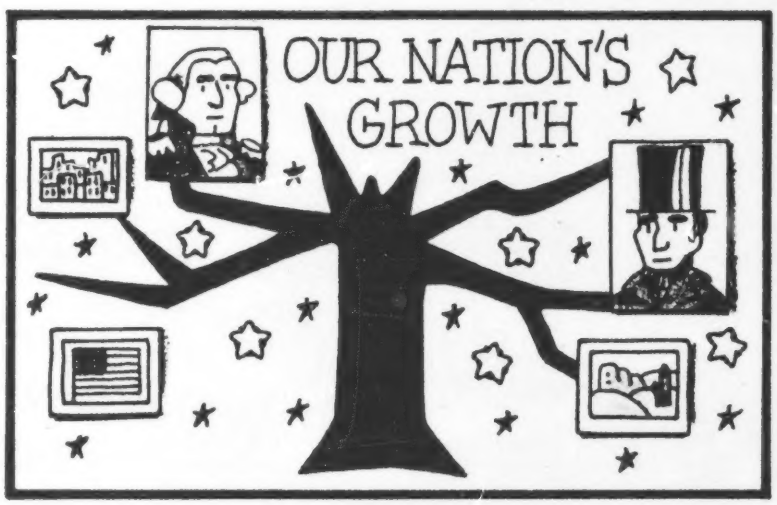
bulletin boards



A LOVE OF BOOKS

Encourage your students to develop a love of books with this Valentine's Day bulletin board. Cut large hearts out of red construction paper. Then tape or staple a book cover in the middle of each red heart. You can make lace to put around the hearts by gathering strips of white crepe paper and pasting them around the edge of each heart. The title I use for this bulletin board is "Put Your Heart Into Reading." I also place a small Cupid at the top of the board for a loving touch. Cut out the Cupid from a sheet of red construction paper.

NANCY PRICE CAMARIGG



AMERICAN HISTORY DISPLAYED

Because we celebrate the birthdays of two of America's greatest presidents—Lincoln and Washington—in February, it is a good month to display a bulletin board that deals with our nation's past. First put white paper on the board for a background. Around the border of the board place red and blue stars. Then cut out the shape of a large tree from brown construction paper. Place the tree at the center of the board and give the tree long branches that extend across the entire board. The "leaves" of this tree are pictures and short explanations of events, people, and places that were instrumental in the nation's development. I back all of the pictures with red or blue construction paper. If you have the space, you can place pictures of the presidents around the borders of the board. The heading I use for this display is "Our Nation's Growth "—a good way to put these two great presidents in perspective.

LEONARD BASILE

Teachers EXPRESS

PAPER-PLATE SNOWMAN

Even if there is no snow outside your window this winter, you and your students can make snowmen indoors to decorate your classroom. Start with a 2-inch white paper plate. With a pencil, trace the circle that forms the center section of the plate. Then cut along this line, leaving a 2-inch section of the circle uncut. Cut another concentric circle halfway between the outer edge of the first circle you cut and the outside edge of the plate. Again, leave a section 2-inch long uncut. This uncut section should be directly opposite the 2-inch uncut section on the first circle. Now fold the center section up to form the head of your snowman, then fold the outside rim down to form the bottom part of the body. You will now have three circles. The top, solid white circle is the smallest and is used for the head. The bottom two circles are hollow and form the snowman's body.

Now you can decorate your snowman or snowwoman with different-colored sheets of construction paper. I like to put rosy cheeks, a black top hat, and a scarf on mine. These can then go up on the bulletin board or can be hung around the classroom to make a cheery winter decoration. *MARCIA WOLFE*

COUNTING CALORIES

The object of this game is to emphasize to students that they need to eat about 2800 calories a day and to make them aware that different foods have different numbers of calories in them. The game also strengthens addition skills through the score-keeping process.

Begin by making the game board. Take a large piece of tagboard and draw a 2-inch-wide margin around the edges of the board. Then divide this border section into about 25 equal squares. One of the corner squares will be your starting place for the game. In the other squares you must write a type of common food or drink and its calorie count per serving. (You can find calorie counts in any encyclopedia or science book.) I always intersperse these with a few squares that tell the players they miss a turn or get a free turn for landing on that particular square.

A player begins by rolling a die and moving a token the appropriate number of spaces around the board. Each time a player lands on a food square, he or she adds that number of calories to his or her score. Each player should keep a record of his or her own score and the scores of the other players. This keeps accuracy high and gives the students more addition practice. When a player scores 2800 calories, he or she is out of the game but continues to keep score with the other players. The last player in the game is the winner because he or she was able to go the farthest before reaching 2800 calories.

PAM PENNINGTON

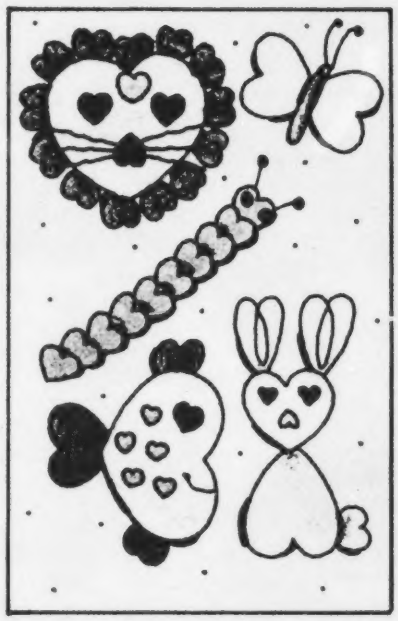
PLEASE TAKE A CARD

When I am working with one child alone or with a reading group, I ask the other children not to interrupt me. This means that students spend a lot of unproductive time standing in line waiting for me to finish with others so I can then attend to their questions.

To help solve this problem, I put index cards numbered 1 to 20 on a table near my desk. Now, when a child needs help and I am busy, he or she takes a card with a number on it and returns to work. When I am free, I call the numbers that are missing and work with each child in order. I have noticed that often children will pick up a numbered card, go back to their seats to work on whatever problem they have, and many times end up solving it themselves.

These numbered cards certainly help keep my classroom organized. They also seem to encourage students to give a problem "one more try."

MARGARET CHIANIS



VALENTINE ANIMALS

When your students are finished with this art project, you will have a bulletin board full of very lovable animals. Begin by having students cut out hearts of different shapes and sizes. Then they are to glue or tape these hearts together to make different animals. They can use hearts of many colors, and they can draw in some of their animals' features.

Display the children's animals on a bulletin board covered with white paper and trimmed with red ricrac. You are guaranteed a menagerie of heartwarming animals. *ROSIATA GONZALES*

SOME LIKE IT HOT

Here is a challenge for your students in creating compound words and idioms. They must complete the words or phrases that begin or end with the word "hot" by filling in the blanks with words that fit the definition given. The words in parentheses are the answers your students must come up with.

1. Hot __(bed)__ A place to sleep
2. Hot __(head)__ The top of your body
3. Hot __(dog)__ Domesticated relative of wolf
4. Hot __(shot)__ Firing a weapon
5. Hot __(house)__ Where people live
6. Hot __(plate)__ Dish
7. __(red)__ hot The color of blood
8. __(piping)__ hot The sound of bagpipes
9. __(white)__ hot The opposite of black

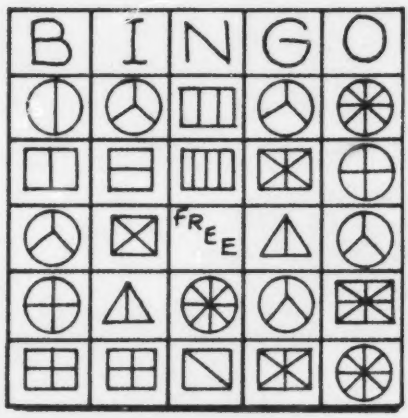
DAVE BLOOM

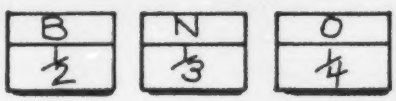
Teachers EXPRESS

FRACTION BINGO

For this math activity you will need to buy or make bingo cards for your students. In each square on the cards draw a shape that is divided into clearly identifiable sections. Then shade in a section of the whole shape. Next, make the call cards for the game. You can use index cards for this. Draw a horizontal line across the middle of each card. Above the line write one of the letters in the word "bingo." Under the line write a fraction that describes the amount of area shaded in one or more of the shapes on the students' cards. To play the game, place the cards face down, pick one at a time, and call what appears on the card. Students must then try to locate a shape on their cards that has the same fraction of area shaded and is in the column you called. Continue to follow the regular rules of bingo, calling one letter and fraction at a time and giving students a short amount of time to see if they have a match on their cards.

LORRAINE LEE





VISIBLE CHANGES

One of the most important ways scientists learn about the workings of the world is to observe changes. You don't need an electron microscope to use this scientific skill. These easy experiments will help your students develop their powers of observation. Each experiment follows the same basic procedure: You begin with observing an object; you do something that will change it; and you note what happens.

Begin by making a chart on the chalkboard. Across the top of the board write "the object," "action," "result." You will present an object to the class and then perform some simple experiment with it. Your students will help you fill in the "result" column after observing the change in the object.

You can use everyday objects such as sugar cubes or salt to create changes. Drop these into water or pour water over them, and the result will obviously be that they dissolve. Or start with a blown-up balloon and then hold it over a radiator or some other source of mild heat. This will make the balloon expand. The possibilities for these experiments are endless. It is not important that you go too deeply into the scientific principles at work with each change. The object of the lesson is to show that objects do change in predictable ways when exposed to certain forces.

FLORENCE RIVES

MAKE A MEASURING TAPE

Students easily can make their own measuring tapes to have for math and art projects throughout the year. To make a measuring tape, cut two 18-inch strips of ¾-inch-wide masking tape. Then place the sticky sides together to make one piece of tape. Take care to keep the edges even when sticking the two pieces together. If a portion of a sticky edge is exposed, just trim it off. Next, using a regular measuring tape, a ruler, or a yardstick, mark off 18 one-inch spaces. You also may want to mark half-, quarter-, and eighth-inch marks. Each child can store his or her own measuring tape rolled up for future use.

DAISY LYNCH

ANSWERS TO CAPTAIN QUEST'S CALENDAR QUIZ

DREAMERS AND DOERS

Eli Whitney, Cotton Gin (NCTGONIOT)
James Watt, Steam Engine (ESAGTEIMNNE)
Thomas Edison, Phonograph (OHNRHPOGPA)
Alexander Bell, Telephone (HETNEPOLE)
Ben Franklin, Lightning Rod (IGLDNTRGNHOI)
Galileo, Thermometer (TMRHORETEME)
Orville and Wilbur Wright, Airplane (RAENLIPA)
Samuel Morse, Telegraph (RTLEHGEPA)

PRESIDENTIAL FIRSTS

32nd president, Franklin Roosevelt
26th president, Theodore Roosevelt
15th president, James Buchanan
8th president, Martin Van Buren
22nd and 24th president, Grover Cleveland
2nd president, John Adams

PUNCTUATION—DON'T LET IT DRIVE YOU CRAZY

Before we start an oral reading lesson, I tell my class to think of this reading lesson as driving school. As they read they will encounter certain signals that make reading "safe." A period is a red light. A comma is a flashing yellow light. Exclamation points are potholes. Question marks are signs for curves, and quotation marks represent roadside advertising signs.

As each student reads, I keep a list of violations of the driving-reading rules. I then issue tickets for running red lights (not pausing at a period) and tell students when they have been involved in an accident (hitting a pothole by not showing any change in expression for an exclamation point). Our classroom driving school helps children note punctuation in their reading, and it reinforces their knowledge of important traffic signals.

MICHAEL MIHALOV

ANSWERS TO "FLAG-WAVING FUN"

Capital riddles
1. Boston, Massachusetts
2. Boise, Idaho 3. Montgomery, Alabama
4. Springfield, Illinois
5. Pierre, South Dakota
6. Concord, New Hampshire
7. Columbus, Ohio
8. Santa Fe, New Mexico
9. Hartford, Connecticut
10. Cheyenne, Wyoming

Stately stumpers
1. Washington
2. Maine
3. Arkansas
4. Maryland
5. Minnesota
6. Utah
7. Louisiana
8. Rhode Island
9. Ohio
10. Kentucky

Presidential puzzlers
1. Truman
2. Polk
3. Lincoln
4. Ford
5. Madison
6. Fillmore
7. Pierce
8. Garfield
9. Reagan
10. Taylor

Teachers EXPRESS When you need a good idea overnight

EXPRESS TIP OF THE MONTH

March 8 is International Women's Day. Use this bulletin board to commemorate the accomplishments of both famous women and women who may not be famous but have made significant contributions to your community. Look for women who have excelled in traditional women's jobs and in occupations once thought to be primarily for men.

Begin by finding photographs or drawings of these women. If possible, use pictures of them involved in the work that has made them noteworthy. Then place these pictures on the board. Write short descriptions of these women and their accomplishments on note cards. Don't put the women's names on the cards. Pin these cards on the board, but not underneath or beside the corresponding picture. Give students time to read the cards; then ask them to place the correct description under each of the women's pictures.

Illustrations by Mila Lazarevich

This bulletin board is a good way to celebrate International Women's Day—a day that in many countries is a national holiday. *ANGIE KOBILJAK*

REVIVE AN OLD MASTER

When an old spirit master no longer gives you a clean copy, don't make a new master—just re-ink the old one. Put the old master on the drum as usual. Place a new, blank master—ink side up—on the paper tray. Run the new master through the machine and the ink will transfer to the old master. Remove the blank master and run off pages as usual. *ELIZABETH RAMSEY*

GAMES FOR SAINT PATRICK'S DAY

On March 17 let your students have fun with these Saint Patrick's Day games.

What's green? For this word game students should stand in a circle with the teacher in the center. The teacher points at a student and starts to count to ten. The student must name something that is green before the count of ten is reached. If a student can't think of a green object, or mentions one already named, he or she is out of the game and signals this by folding his or her arms. The last student without folded arms is the winner.

Green relay. Divide students into two or three teams. Have each team stand in a straight line behind a starting line. Give children in the front of each line two 5-inch squares cut from green cellophane or some similar thin paper. At a starting signal, the first child in each line places a green square on each shoulder and races to a goal at the far side of the room and then back to the starting line. If the papers blow off, the child must retrieve them and replace them on his or her shoulders before continuing the race. When the leader reaches the starting line again, the second child in line must repeat the same task with the paper squares. The first team to have all its members run the course successfully wins the game.

ERMA REYNOLDS

FIVE "W" WRITING FILES

My students and I have created story and report starter files based on the five Ws of good reporting: who, what, where, when, and why. To make these files, you'll need five large recipe files and a large supply of note cards. Then label each file box with one of the five Ws. Next, give each student five note cards and tell him or her that each card represents one of the five Ws. On the "who" card they must write someone's name or title, such as computer programmer, salesperson, or athlete. On the "what" cards they write a situation such as babysitting for twins or chasing a bank robber. "Where" cards should describe a fairly specific place such as a huge lake with a sandy beach. "When" cards give a time: 1846, last night, far into the future. On the "why" cards students should write a reason for doing something: to save a life, to make money, to discover a cure for the common cold.

Then collect all of the cards and place them in their proper file box. Then, when looking for story ideas later on, send students to the files where they choose a card from each of the five boxes. Combining the five random Ws into a story makes for some imaginative storywriting. *JEAN ANTONY*

MEMORY CLUB

Everyone can improve his or her memory by simply memorizing lists. Children like to memorize lists of unusual words and sounds. Students in my class get membership cards for our class memory club for performing some of the following memory feats. They must first memorize some nonsense words such as "leeba-bilba-frooba-csorba-anacondor-motro-shookerundum . . . " Other memory feats include memorizing all the professional football teams in alphabetical order, all words in the thesaurus you can use instead of "good," all emergency telephone numbers in our area, all prepositions in alphabetical order, names of the hurricanes for the past five years, and the names of all the bones from the head to the metatarsals. These lists can always be tied into a subject you are studying. The more diverse and unusual the lists, the more the students love to memorize them.

DEAN KINDIG

v92 n7 p102-107 47

Illustrations by Mila Lazarevich

FRACTION ACTION

This homework assignment will help students realize the importance of understanding fractions. Ask children to find as many examples of fractions in their homes as they can, and to report on them to the class. They may be surprised to find that their favorite toy was bought for one-third off the original price, or that their favorite team is only one-half game out of first place. They will discover that foods are measured in fractions and that fractions are a part of almost every recipe.

Extend this project by collecting some of the recipes that contain fractions. By simply writing out the recipes on construction paper, punching holes in each sheet, and joining them together with yarn, you can create your class cookbook of Marvelous Mathematical Munchies! *REBECCA FRIARY*

BOOK REPORTS COME ALIVE

Make your children's book reports come alive with these paper cup puppets. Ask students to select their two favorite characters from the books they have read. Have them draw and color these characters' heads and then cut them out. Next, staple each of the heads to one end of an ice cream stick. Slit the bottom of a paper cup with a pair of scissors. Then push the end of the ice cream stick through the bottom of the cup. The cup becomes the shoulders and body of the character, and it can be colored and illustrated, too. The child holds a puppet in each hand. As the class listens to the student tell about the book, the child moves the puppets to show the action of the story. You'll have the whole class listening attentively to this kind of book report. *FLORENCE RIVES*

ABC ORDER

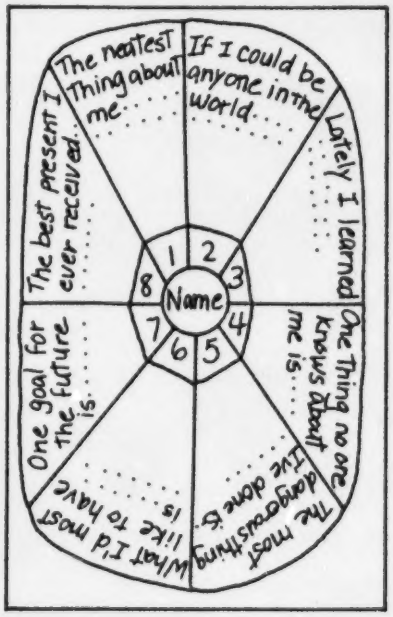
When my students have trouble spelling a word, they go to their spelling file boxes before they go to the dictionary. They make their spelling files from shoeboxes or recipe files and note cards. When the children are writing stories and want to use a word that they cannot spell but is not yet in their files, they look the word up in the dictionary or ask me how to spell it. They then write the word on one of the note cards and file it alphabetically. Writing the word on the card and filing it in the correct place is often enough to teach the child the correct spelling. And if the student is still unsure of the spelling, he or she can look it up in the file next time.

BETTY SLIPETZ

FRIENDSHIP WHEEL

Even at this point in the school year, many students know little about their peers. Make this friendship wheel to bring out the interesting facts about your students' lives and to highlight their special knowledge and expertise.

First make a wheel for each student by drawing on a duplicating master a large circle. In the middle of this large circle, draw a small circle about two inches across. Then divide the large circle into eight equal pieces by drawing eight lines from the outside of the inner circle to the edge of the large circle. Number each piece from 1 to 8.



Next, write in each piece of the circle or wheel a statement that the children can finish by filling in some information about themselves. Some examples are: If I could be anyone in the world, I'd choose to be . . . . The most dangerous thing I've ever done is . . . . One goal for the future I have is . . . . I have just lately learned that . . . .

Distribute wheels to students and ask them to complete each statement and to sign their names in the small circle in the middle. Then collect the wheels and save the second part of the project for the following day.

On the next day, give the wheels back to students and ask them to find someone in the class who has completed a statement in the same or almost the same way. The person with a similar answer should sign the other student's wheel under the statement that they agree on. Many students will not find other children to sign all of their spots on the wheel, but that will help your discussion later on when you use the results of the friendship wheels to talk about uniqueness and sameness in different people. *JOY LINDNER*

SHARING A THOUGHT

Every Monday morning when all the business of unpacking books and hanging up clothing is taken care of, our class begins the school day by sharing thoughts with one another. I begin by relating an experience that happened in my household over the weekend. This can be anything from having company to watching a special television program.

As I call the roll and say good morning to each student, I ask if he or she has a thought to share with the rest of the class. This quick exercise enables me to speak to every student in the class at least once during our busy day. This activity gives me an interesting way to take attendance and improve students' speaking and listening skills. And I become a "real" person to my students as they hear about my weekend.

RALPH NAPOLITANO

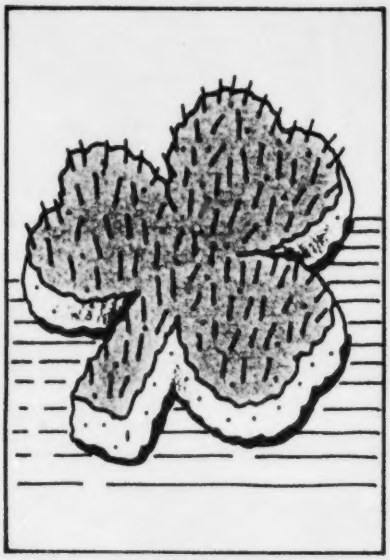
ANIMAL TRACKS

If you have a wooded area or a large field near your school, you can take your class on a short field trip in search of animal tracks. This activity can be adapted for any age group.

Before the outing, look through your library for books on animals and check wildlife manuals and the Girl Scout or Boy Scout Handbook to find information about, and drawings or photographs of, different animal tracks. Take the most portable of these books with you into the field so you can positively identify the tracks as you find them. Keep a list of each animal whose tracks you identify and display this list, along with students' drawings of the tracks.

The best time to go hunting for tracks is after a light snowfall or any time the ground is soft so the tracks will show up clearly. This outing and display are great ways to celebrate National Wildlife Week, March 20-26. *PAT O'NEILL*

Teachers EXPRESS



GREEN GRASS SHAMROCKS

This Saint Patrick's Day activity makes a good science project, but you'll need to start it in early March. You will need a small sponge for each student, and a small bag of grass seed. First, draw a shamrock on the chalkboard. Give each child a sponge and ask students to cut the sponges into the shape of a shamrock. Then soak the sponges in water. Next, sprinkle a generous layer of grass seed on one side of each sponge. Keep the sponges damp and in a sunny spot; in a week you'll have lush shamrocks to help you celebrate Saint Patrick's Day and the coming of spring.

PATRICIA WILMOTT

COLORED NUMBER FACTS

Here is a way to use color to teach and reinforce arithmetic skills. You'll need 8-by-10-inch cards and many colored pens or markers for this project. First, write a number in the middle of each card in black. This number should be almost as big as the card. Then write, to the side of the large number, two numbers whose sum is the large number. For instance, if the large number is 8, the two small numbers could be 5 and 3, 6 and 2, and so on. Make these numbers smaller and of different colors.

Take one of the cards and place it somewhere in the room where all students can see it. Tell students that they will learn four number facts from each card. The first two facts show that adding one of the small numbers to the other gives you the large number. The second two facts show that subtracting one of the small, colored numbers from the large number will give you the other small number.

Ask students to make a copy of the large card on their own papers. Work on each card until all four facts are mastered. This technique helps children form visual pictures of number facts.

INEZ BARRY

MAKE A RAINBOW

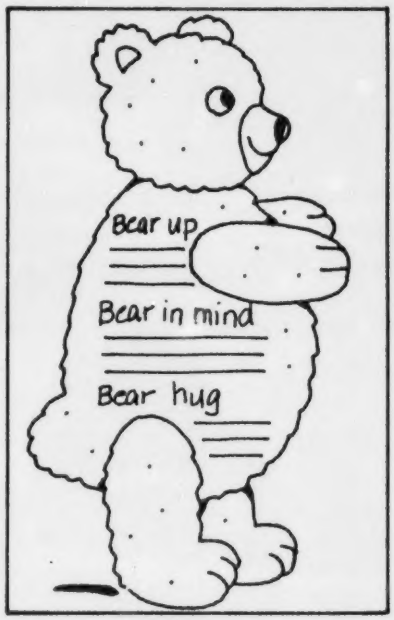
When you study rainbows, why not make one? Use a prism or an aquarium with square corners. Place either so that bright sunlight streams through it and projects a rainbow on a piece of white paper placed on the floor. Initial the bands of color from the bottom up to form the coined word *vibgyor* (violet, indigo, blue, green, yellow, orange, red). Encourage your children to memorize the new word so they will always have a way of remembering the colors of a rainbow. Then have your students draw big rainbows and write a sentence on each tinted band telling what that particular color reminds them of. For example, "Violet reminds me of lilacs." "Indigo reminds me of bluejeans." "Blue reminds me of my bedroom."

DOROTHY NEEDHAM

IF YOU CAN BEAR IT

This cuddly bear is a good display for teaching idioms. Draw this simple outline of a bear on a large sheet of construction paper for a bulletin board display or on a duplicating master for a handout. On and around the figure write phrases with the word "bear" in them: bear in mind, bear out, bear down, bear up, bear market, bear hug, and so on. Leave enough space under each one of the phrases or idioms for you or the children to write in the definition on the lines you've drawn.

DEANNA ANDREANO



WHAT'S MY WORD?

Here is a game I call Ad-lib that introduces new vocabulary words and usually gives everyone a good laugh. The teacher pronounces a new word, spells it, and writes it on the chalkboard. Next, a student is chosen to be the "expert" on that word. He or she comes to the front of the room and, standing with his or her back to the board, answers the class's questions about the new word. Some of the favorite questions are: Is it an animal? What color is it? Is it alive?

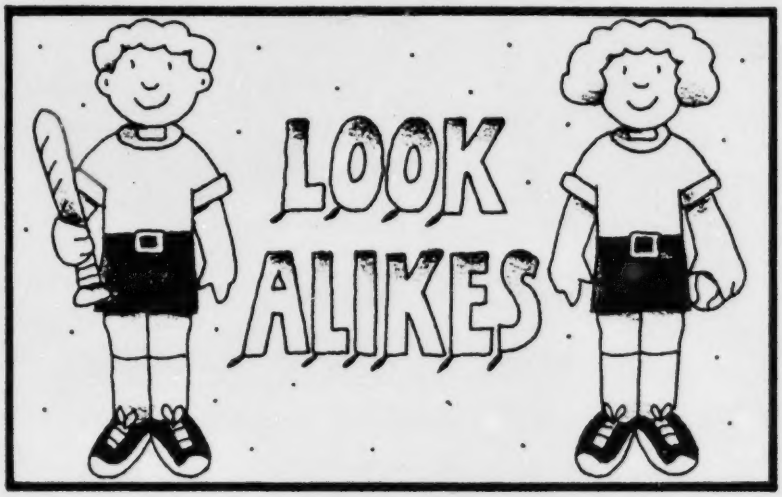
While the "expert" is doing his or her best to answer the questions, the teacher writes on the board the word's definition and a sentence using the word. I usually allow two or three more questions at this point, and then ask the "expert" to turn around and read the meaning of the word he or she has been pretending to know so much about.

This game, which is especially effective in the content areas, is an enjoyable change from traditional methods of teaching new words.

MARILYN DRENNAN

bulletin boards

LOOK-ALIKES



Here is a bulletin board that deals with words that are spelled and sound the same, but have different meanings. Title this bulletin board "Look-alikes." Begin by drawing two large figures—one boy and one girl. Cut these out and place them on the bulletin board against a solid color background. They should look like twins. Be sure their facial expressions are the same and that they are dressed identically in short-sleeved shirts, short pants with buckled belts, socks, and sneakers. One should be holding a baseball bat and the other a baseball.

Next, write each of the following phrases on a separate note card. The phrases describe an object or an act that has the same name as a part of the figures' bodies, the clothes they are wearing, or something they are holding. Of course, you will leave out the answer that is in parentheses. Students must guess the word and match it to the bulletin board figures.

Hit hard (sock or belt). A flying mammal (bat). Take up weapons (arm). A large, formal dancing party (ball). Assume a responsibility (shoulder). Bend or wrinkle (buckle). Breathes hard and quickly (pants). To lead (top). A part of a trip (leg). The end of a river (mouth). To turn toward (face). A fish we eat (sole).

Pin the cards in the appropriate places when the children have figured all of them out.

SANDRA FREY

ANIMAL TAILS

Here's a bulletin board idea for National Wildlife Week (March 20-26) that displays your students' favorite animal stories and illustrates a play on words. First, cover the bulletin board with green construction paper. With letters cut out from yellow paper, write at the top of the board "animal tails." Then pin up book jackets from a dozen or more stories about animals. These, of course, are the "tales." Now for the "tails." On colored construction paper, draw the heads of some of the animals who are characters in the books you've displayed. Cut these out and pin them on the board around the book jackets. Then draw and cut out the corresponding tails of these animals. Pin the tail behind the animal's head, leaving a space for the body. Then just connect the head and tail with a piece of red yarn.

This bulletin board is also a good display for teaching about puns.

CAROL FREELAND

COAST-TO-COAST MATH

This activity provides drill in math and helps students visualize the geography of the United States. Begin by drawing an outline of the United States on a large piece of blue construction paper. Draw in the states' boundaries. Label each state and then hang up this blue map in the classroom. Next, draw an identical outline of the country on white construction paper. Again, draw in the states. This time, cut out every state and write math problems on them.

Let children choose a state. Then ask them to work all the problems on that state's outline. When they have all the correct answers to the problems, they can glue or tape the state in its proper place on the blue map. If you outline each of the cutout states with a colored magic marker, and ask the children to sign their names to the state they worked on, you will have an unusual class decoration.

DORIS CRUZE

MAKE A MINIFILE

Make a minifile for your desk and you can cut down on the number of trips you make to the filing cabinet. Staple several plain manila folders together, one on top of the other, so all of the tabs show. Label them with pencil so they can be reused for other topics. With this arrangement you can quickly file at your desk and put items in a permanent file at the end of the week.

CAROLYN SCHOEPP

Teachers EXPRESS

EMERALD ISLE

As part of a Saint Patrick's Day bulletin board, I cut out a silhouette of a map of Ireland from green construction paper. On this paper island I write the following limerick about Saint Patrick.

Each year on March seventeen
The world bursts forth into green.
To honor a saint
(You may think this quaint)
Whose mother's name was Eileen.

You can also use this limerick to teach a short unit on rhyme and meter in poetry because limericks are so regular in both. Find a copy of Edward Lear's *Book of Nonsense*—and read some limericks aloud to your students.

ROBERT PHALAN

WHAT A DAY FOR A DAYDREAM

Daydreams can tell a lot about a person. Encourage your children to share their daydreams with the rest of the class with this simple idea. Pass out paper bags and ask students to draw self-portraits on them, open side of each bag at the top. Then hang up the bags around the room and ask each student to write about a daydream he or she would like to share with the class. Students then place their stories inside their bags to be pulled out and read at an appropriate time. Kindergartners can put pictures of things they daydream about into their bags, after cutting them out of old magazines. This activity will give you a good idea of the wishes and aspirations of your students. You may even be able to plan classroom activities or field trips around them. *CAROLYN WILHELM*

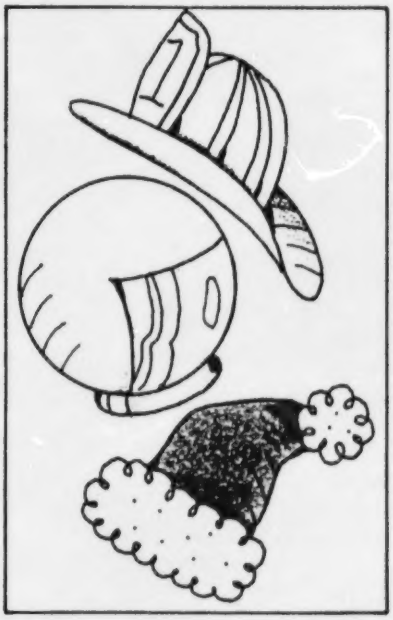
PROFESSIONAL HATS

Different people wear different hats to perform different jobs. In fact, we often recognize a person's profession by the type of hat he or she wears.

The following riddles will help your children remember the hats associated with various professions. Put on your "thinking hat" and you might think of some more of these riddles to tease your students with.

1) My hat is shiny, hard, and red.
For the hot work I do, it protects
my head. (firefighter)
2) My hat is a bubble.
It covers my face.
But I can see out,
when I travel through space.
(astronaut)
3) My long hat keeps me warm.
It's red, trimmed with white,
and I'm glad I have it for
one special night. (Santa)

CAROLE DAVIS



HANDS ON THE SCIENTIFIC METHOD

This bulletin board makes a good display when you are studying any science unit. It reminds students of the basic steps of the scientific method.

First, draw on a large sheet of construction paper a large hand with the fingers spread apart. Then, on the fingers and the thumb print in large letters the five steps involved in solving a problem scientifically. Start with the thumb and print "define the problem." Then write one of the following phrases on each of the succeeding fingers: "Collect information," "form a hypothesis," "test the hypothesis through experimentation," "communicate the results."

CALVERNETTA WILLIAMS

ANSWERS TO CAPTAIN QUEST'S CALENDAR QUIZ

THIS LAND IS OUR LAND

Mesa Verde	Colorado
Yosemite	California
Glacier	Montana
Haleakala	Hawaii
Isle Royale	Michigan
Shenandoah	Virginia
Everglades	Florida
Hot Springs	Arkansas

LION'S LINGO

lionhearted, brave
lion's share, the largest portion
lionize, to treat with great respect
lion's mouth, a place of great danger
in like a lion, out like a lamb, a phrase used to describe the month of March

A COLOR QUIZ

1) blue and yellow
2) emerald
3) paper money
4) a beginner

SIGNS OF SPRING

On the equinox, day and night are of equal length.

GHOSTWRITERS

Here's a tip that just might get your students to remember to put their names on every paper they hand in to you. Place papers that are handed in without names on the wall under the title "Ghostwriters." Draw and cut out an unhappy looking ghost to place next to the papers. When students don't get a paper back from you, they will know where to look for it. *SANDY SWARTZ*

TICKTOCK TIME

This game helps students who are learning to tell time. The rules are the same as for bingo. Begin by making a game card for each student. Draw a grid with four rows across and four columns down on a duplicating sheet. Label the vertical columns with the letters T, O, C, or K. Then, in each of the 16 squares, draw a clock's face without the hands. Run off these sheets—one per student—and then fill in the clock faces on each sheet to show different times. Then cut up small scraps of paper and write a different time and one of the letters—T, O, C, or K—on each. Now you are ready to play the game. Give each student a sheet and begin to draw one scrap at a time from your pile of scrap paper. As you call out the time and a letter that are on the scrap, each student checks to see if a clock in the proper column on his or her sheet matches it. The first child to correctly fill in four clocks in a row is the winner. *LORI STEIN*

HALF-PINTS

Don't throw away those empty milk cartons, especially the half-pints. There are plenty of good classroom uses for them.

ABC Boxes Collect 26 half-pint cartons and cut away their upper portions. Each carton will represent a letter of the alphabet. Cover each carton with a collage designed in the shape of the particular letter and with corresponding "sound pictures" (pictures whose names begin with the sound the letter makes). Then ask students to bring in small objects and place each object in the carton that stands for the letter the name of the object begins with. For instance, a stone would go in the "s" carton. (Or would you call it a rock?)

Circus Cages Again cut off the upper part of the carton. Cut out pictures of circus animals and paste them to the inside of the carton. Stand the carton on its side and make bars for the cage by cutting straws and placing them in the open end.

Paint Container Powdered tempera can be mixed in a half-pint carton. Then, at the end of the day, if some students have not finished painting, tempera can be stored nicely by simply closing the top and fastening it with a clothespin. The next day, the paint will be ready to use after only a little stirring.

BETTY KLEIN

CLASSROOM PASSWORD

This word-association game makes learning new vocabulary words fun. First, introduce the new words for the week and give a definition for each word. Then ask students to think of five one-word clues they could give a classmate to help him or her guess each of the words. I usually have one child give a clue and let the rest of the students raise their hands to give an answer. If a student guesses the word from the first clue, he or she receives 10 points. If two clues must be given, the guesser receives 8 points, and so forth. If the class cannot guess the word after five clues, I give them the word.

A very simple example of this game would be to use the word "corn." The clues might be "vegetable," "yellow," "cob," "kernel," and "butter." The first clue word should be a general term.

This game can also be played with teams of two players each. When playing with teams, one child in each team gets a chance to give clues while the other player tries to guess the word. When one team fails to guess the word, the other team gets a chance. Alternate between the two teams, again making five clues the limit, until someone guesses the new word. *CONNIE KUBILUS*

HUNGRY PAC-MAN

The pie-slice mouth of Pac-Man makes him an excellent "greater than" and "less than" symbol to use in mathematics equations. In the video game, Pac-Man earns points as he gobbles his enemies. When using him in a mathematical equation, tell children always to place him so that his open mouth faces the larger number. Write out some "greater than, less than" equations and then ask your students to place the Pac-Man symbol correctly. Award them points when they do.

JUDY MUSKAUSKI

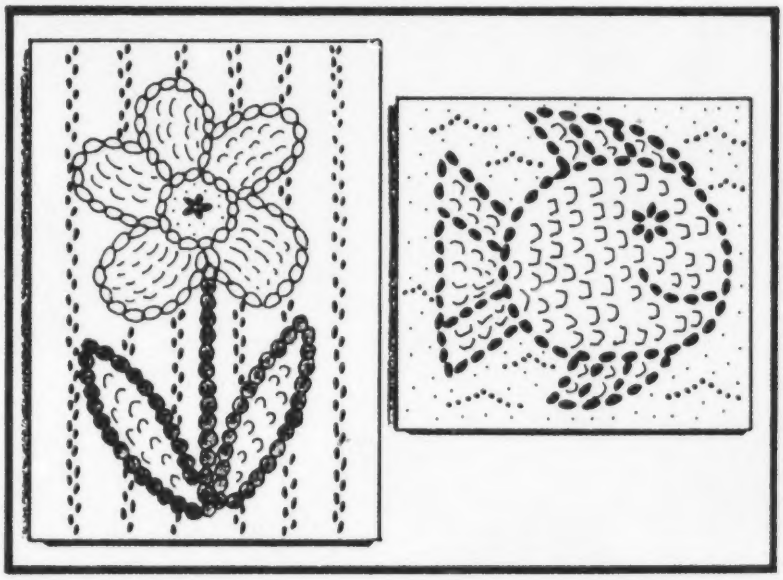
Teachers EXPRESS When you need a good idea overnight

EXPRESS TIP OF THE MONTH

Create a mosaic mural out of common food staples. To begin, select a piece of heavy cardboard or light plywood for the backboard. Paint this board either white or black for a stark contrast to the mosaic you will construct on top.

Choose an object that is easy to draw, such as a fish, flower, tree, or star. Sketch its basic outline on the painted board. Then draw the same shape one inch inside your first outline. The space between the two outlines will be a border for the finished mosaic.

Begin the actual mosaic by deciding what colors you want where on the design. Then proceed to the kitchen to find the materials. Here are just a few of the materials I have used with classes before. For the color green: peas, beans, plantain, and many herbs and spices. White: seeds from melons and oranges, lentils, rice, crushed eggshells, baking soda, salt, and sugar. Brown: seeds from apples and pears, beans, tea, and coffee. Yellow: corn, oats, rye, corn silk, and cornhusks. Black: tea, cloves, peppercorns. If you cannot locate the exact colors you want, try painting or dyeing seeds with tempera or food coloring. If the seeds you use are fresh, wash them thoroughly and bake them in a warm oven before using.



Illustrations by Mila Lazarevich

To make the mosaic, have white glue, tweezers, backboard, and mosaic materials at hand. Make sure you know which materials will go where on the design. Spread a small amount of glue on a section of the backboard. Position the seeds or other materials on the glue, one at a time. Small seeds or salt can be sprinkled over the glue or placed on the board with tweezers. When the design is completed, allow the glue to dry for several hours. Then flip the board over a piece of newspaper and gently tap the back. Glue any loose seeds back onto the design. Apply a thin coat of spray varnish. *ARMAND MATTE*

PARTS OF SPEECH SCAVENGER HUNT

Students can learn the parts of speech, and at the same time, take a walk on a nice spring day by going on this scavenger hunt. Divide the class into three groups. Each group should be accompanied by an aide, a volunteer parent, or you. Arm each team with pencils, pads of paper, dictionaries, a thesaurus, and a list of items to search for on the walk.

The list should contain items such as these: list seven nouns you see on Virginia Street; name five proper nouns on Fell Avenue; list six adjectives to describe the church on Franklin Street; list five adverbs to describe the activity around Brokaw Hospital.

Instruct each group to start in a different direction and walk for about three or four blocks. The object of the hunt is not to be the first to get back as in an ordinary scavenger hunt; it is to come up with words no other group can think of that day. Award one point for each word that is the correct part of speech and is unique to one group's list.

JANE LEGNER

EASY EASTER BASKETS

You'll need balloons, newspaper, starch, and colorful yarn to make these Easter baskets. Start by giving each child a medium-size balloon. The students must blow up the balloons first. Then they dip strips of newsprint in starch and cover half of the balloon with the wet newspaper. After the newspaper has dried, the children pop the balloons and are left with sturdy papier-mâché baskets. Cover the baskets with a thin layer of glue. Then wrap strands of different-colored yarn around the baskets. Make handles for the baskets by braiding together several pieces of yarn and connecting each end of the braid to the basket with glue. *KATHY LEE*

CREATING MORE SPACE

Give your classroom more bulletin board space by hanging 8 to 10 jumbo paper clips from the ceiling with thread. Hang them in a circle about four feet in diameter. Large pieces of lightweight cardboard can then be hung from these paper clips. Use them to display spelling words, safety signs, science pictures, or student artwork. This makes a display that is eye-catching and easy to change. *DEBBIE FEUCHT*

NATURAL DYE EASTER EGGS

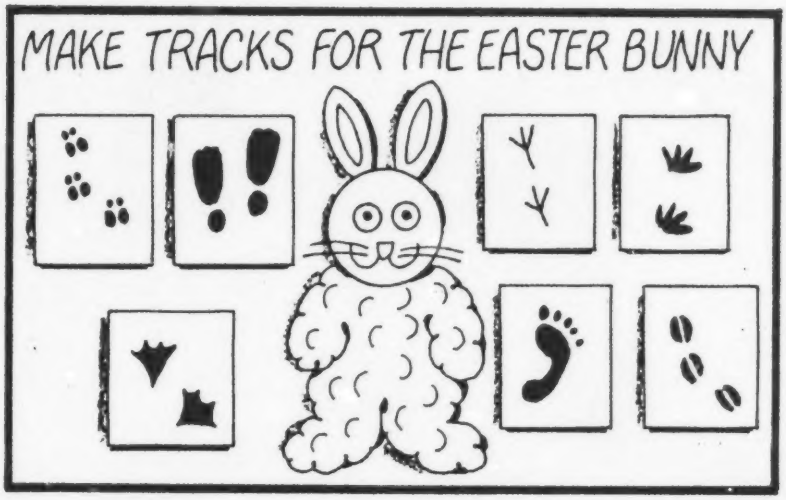
Long before there were chemical dyes, people used different natural substances to dye material. At Easter time I use some of these natural dyes to color eggs with my students. You need a hot plate, water, some pots, a cheesecloth for straining, some vinegar, and the dye substances. Substances that make good natural dyes are beets, blueberries, orange peels, onion skins, nut shells, tea leaves, coffee, and various green vegetables and herbs. Place the dye substance (experiment to see how much is needed to actually dye an egg) in a pot of water and bring the water to a boil. Then let the dye substance steep for a few minutes. Just before you put the eggs in the water, pour the water through the cheesecloth, straining out the dye material. Place a few teaspoons of vinegar in the pot of colored water. This helps hold the dye on the eggshells. To get different shades of color, leave the eggs in the water for different lengths of time. *PATRICIA WILMOTT*

V92 n8 p110, 112, 114, 119-120 53

Teachers EXPRESS

MAKE TRACKS FOR THE EASTER BUNNY

This Easter bulletin board gives children a close look at the tracks the Easter bunny and other animals leave behind them. Cover the bulletin board with pastel-colored construction paper. Then get out an encyclopedia or animal field-guide and find pictures or drawings of many different animals' footprints or tracks. Trace or draw these tracks and then frame them with different-colored sheets of construction paper. Next, glue balls of cotton together to make the torso of an Easter bunny. Cut out the shape of its head and ears from white and pink construction paper and glue or staple in place. Glue or staple the rabbit to the bottom center of the bulletin board. Place pictures of tracks around the bunny. Letter in the following sentence: "Which print is the Easter bunny's?"



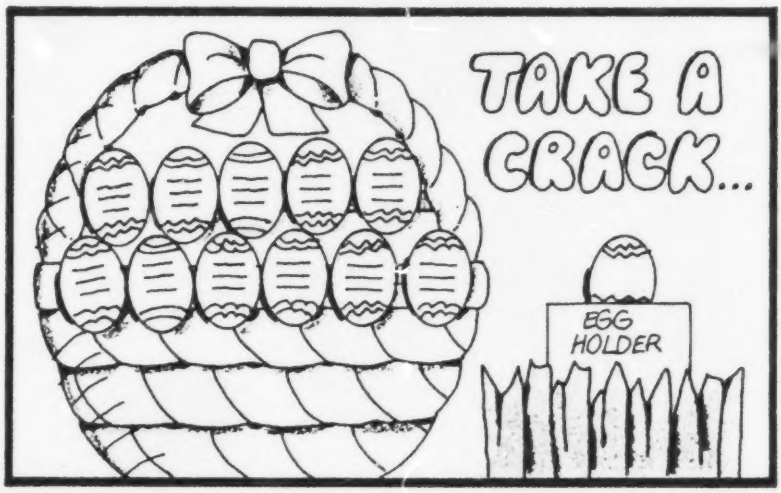
Write the names of the animals whose tracks are on the board on 3" × 5" cards. Place the cards in a paper pocket at the bottom of the board and let the children try to match the animals with their tracks.

ANN DIMMICK

TAKE A CRACK AT THESE

This bulletin board with an Easter theme can be used as a reading activity. Make and decorate a large tagboard Easter basket and 11 tagboard Easter eggs. Leave enough undecorated space on each egg to print part of a short Easter story. Condense an Easter story or write your own, and then write it out on the open spaces on the eggs. Staple a piece of velcro on the back of each egg and on the bulletin board directly above the opening of the basket.

Off to the side of the basket, make a colorful paper pocket for the eggs. The children's job is to take the eggs from the pocket and place them in the correct left-to-right reading sequence on the velcro strip above the basket to make the Easter story. Put a letter from the phrase "Happy Easter" on the back of each egg, so when the children get the story in order they can turn the eggs over and receive this Easter greeting.



CATHY STEFANEC-OGREN

SPROUT A GARDEN

Growing sprouts from seeds is a good way to introduce kids to plant growth and to the habit of nutritious snacking. The following procedure for sprouting seeds is foolproof. First, rinse a half cup of seeds or beans in cold water. Mung beans, soybeans, alfalfa seeds, and radish seeds are all good for sprouting and for snacking. Next, punch holes in the lid of a quart jar. Fill the jar halfway with water and soak the beans or seeds overnight. The next morning, shake the water out of the jar and place the jar with the seeds in it on its side. Put the jar in a warm, shady spot. Rinse the seeds, which will start to sprout soon after they've soaked, three times a day for three days, shaking out the water each time. After the final rinse on the third day, place the jar in direct sunlight. This will turn the sprouts green. After three days the sprouts will be about three inches long and delicious.

DOROTHY NEEDHAM

MENUS FOR LEARNING

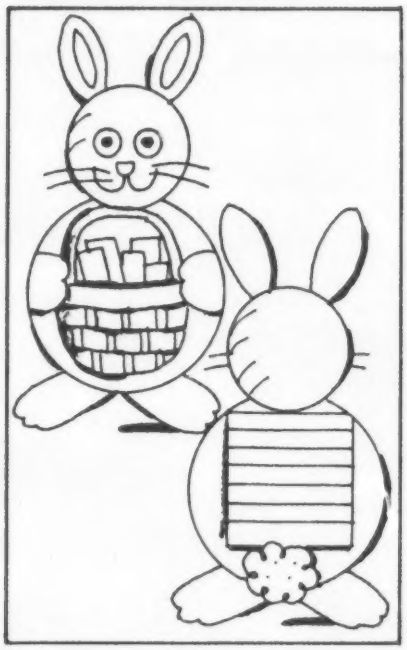
Students can learn more from restaurant menus than just what's being served. Collect a variety and laminate them for durability. Then try these activities.

Hold scavenger hunts. Ask the children to search the menu for a new vocabulary word, a colorful adjective, a price equal to four quarters and two dimes, and a compound word.

Provide hypothetical meal selections or let the children choose their own meals. Then have them compute the cost of the meal, including tax and tip.

Have the children alphabetize the meals. Or make crossword puzzles with words and clues related to the menu. Ask students to consider the menus as advertising (propaganda) for the restaurant, and have them try to distinguish statements of fact from opinion.

CAROL ZIMMERMAN



SPELLING WITH THE EASTER BUNNY

Present new spelling words for the week with a visit from the Easter bunny. Begin by drawing a simple design, 10 inches high, of a bunny on construction paper. Cut this out and use it as a pattern to cut out enough bunnies for each student to have one. Glue or staple the bottom of a basket to the front of each bunny, leaving the top of the basket open. Then, cut out copies of the week's spelling words and place a set in each of the baskets. On the back of each rabbit either draw lines for the students to write on or paste on a sheet of writing paper. Present each student with one of the spelling bunnies, and have the students write sentences using each of the spelling words, on the bunnies' backs.

LORRAINE LEE

WEATHER WISDOM

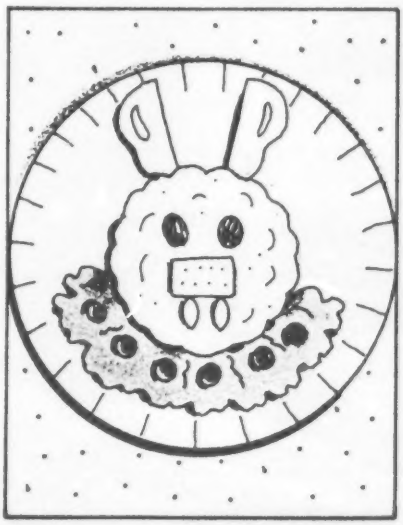
There are a lot of methods of predicting the weather that are nothing more than superstitions. But there are many unconventional ways to forecast the weather that are based on facts of nature. Ask your students if they think these signs of a change in weather are reliable or not, and then discuss the natural laws that make them accurate.

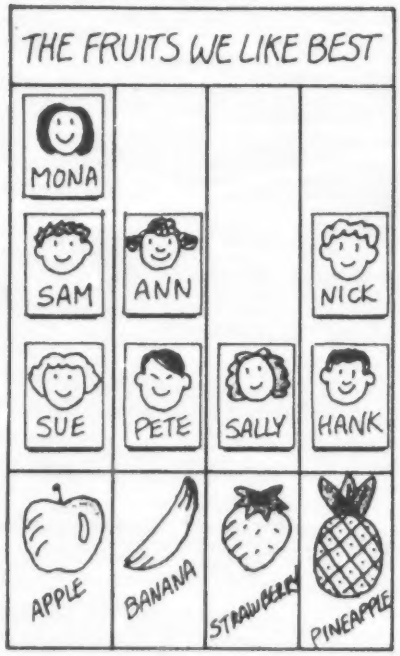
1. "When the night has a fever, it cries in the morning." This old saying is true because for the temperature to be hot at night, the air must be very humid to hold in the heat from the day's sun. A very humid night leads to rain or a heavy dew in the morning.
2. "When spiders forsake their webs one day, look for rain the next." True. Spiders are some of the best indicators of humidity in nature. As humidity rises and rain becomes certain, the spider will leave its web to find better shelter from the rain.
3. "Bats fly close to the ground before a rain." True. Bats' ears are sensitive to changes in air pressure, and the low pressure before a rainstorm is painful to their ears. The lower they fly, the less the pain.
4. "Flies bite more before a rain." True. Flies are more likely to be found in great numbers in advance of a weather front because the warm air ahead of the front is more comfortable. *EVELYN KELLY*

BUNNY IN THE GARDEN

After a study of the four basic food groups, my first graders and I planned a healthy snack for the Easter season. The snack was a rabbit (each child got his or her own) from foods of the four basic groups.

We started by placing a bed of lettuce on a butter plate to represent a garden. This was our vegetable. A scoop of cottage cheese represented the rabbit's head and provided protein from the milk group. Additional protein came from two blanched almonds that formed the rabbit's teeth. Fruits included raisin eyes and pear-slice ears. A square whole wheat cracker was the nose and provided healthy grains found in the bread and cereal group. *CAROLYN WILHELM*





MAKING GRAPHS ABOUT REAL LIFE

Making graphs about events in students' lives is an effective way to introduce graphic skills. The "birthday graph" is easy to make and use. Make a chart on a large piece of construction paper by drawing in vertical lines to make 12 columns. Label the columns at the bottom of the sheet with the months of the year. Then have each child draw a self-portrait on a small piece of paper. Label each picture with the child's name. Next, ask the children to place their pictures on the chart in the appropriate vertical column. After several children have placed their pictures on the chart, ask them how many birthdays are in each month and what month has the most class birthdays.

This type of vertical line graph can be used to graph other things such as holidays, favorite foods, colors, numbers, the weather, and the different ways students get to school. All you have to do is change the labels for the columns and then use the same pictures of the students to graph with, or make simple cutouts to take the place of written words. For instance, with a weather graph, cut out shapes of the sun, umbrellas, and clouds. Then place the correct pictures in the monthly column so at the end of the month students can count up the number of rainy or sunny days. *BARBARA BETHEL*

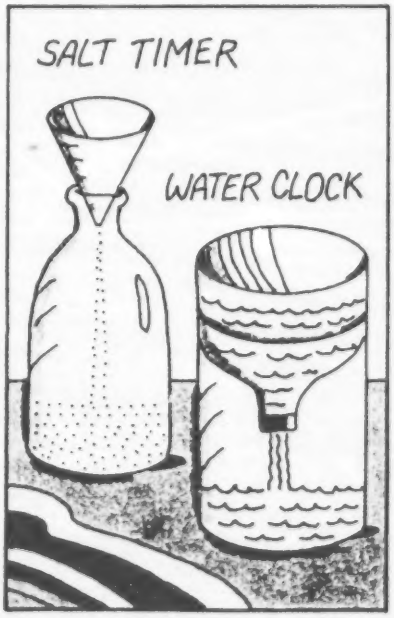
INTRODUCING THE MEASUREMENT OF TIME

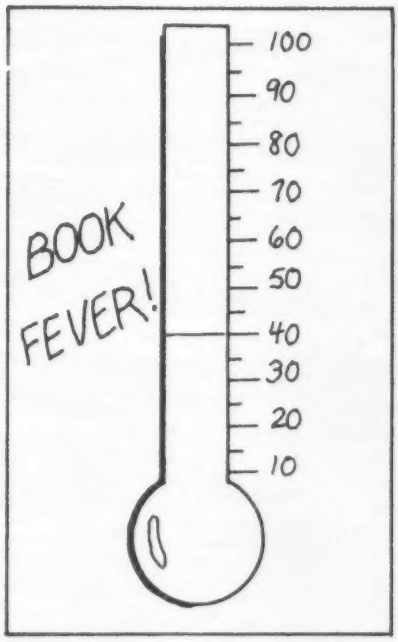
Two types of ancient clocks, the Egyptian water clock and the European sandglass, provide much more graphic examples of the passing of time than today's clocks do. Give a quick lesson in measuring time by making these ancient models.

To make sand or salt clocks, start with three sheets of construction or writing paper. Roll these into cone-shaped funnels and tape the seams. Make the openings of the funnels different sizes. Then find a two-liter bottle with a mouth large enough to hold the narrow ends of the three funnels. Place the funnels in the opening of the bottle one by one, starting with the funnel with the smallest opening. Fill the funnel full of salt or sand and note the time it takes for the material to empty into the bottle. The funnel with the smallest opening will, of course, be the slowest to empty.

To make the water clock, cut off the top third of a large, plastic soda bottle. When turned upside down, this part forms a funnel. Collect three bottle caps for the end of the funnel, and punch holes of different sizes in each one. Then test and time the cap with the smallest hole by screwing it onto the funnel and placing the funnel cap-end down in the bottom piece of the cut-up bottle. Fill the funnel with water and note the time it takes for the water to empty. Repeat this with the other two bottle caps.

SYLVIA WELDON





BOOK FEVER

I have found a fun and easy way to keep up with students' book reports. When a child finishes reading a book, he or she fills out a 3" × 5" card with the book's title, author, illustrator, and a paragraph summary of the book. The students file their cards in a box that has the children's names listed in alphabetical order. Every Friday, I count the reports and then show the students' reading progress on their individual reading "thermometers." To make these, I draw a large thermometer on white paper. Each book read moves the red "mercury" in the thermometer up one "degree." *BRENDA McGEE*

MAKE YOUR OWN TRANSPARENCIES

The overhead projector is a great teaching tool, but the pictures, maps, graphs, and puzzles you want to show the class are not always available as transparencies. Here is a simple method for making a transparency of any picture, map, or graph. Cut a piece of clear contact, adhesive-backed paper the same size as the picture you want to project. Press it onto the picture and rub firmly to remove all of the air bubbles. Now soak it in lukewarm water for a few minutes. Then carefully rub off the paper. The color and the print should adhere to the paper, and your transparency's ready. *NANCY WILLIAMSON*

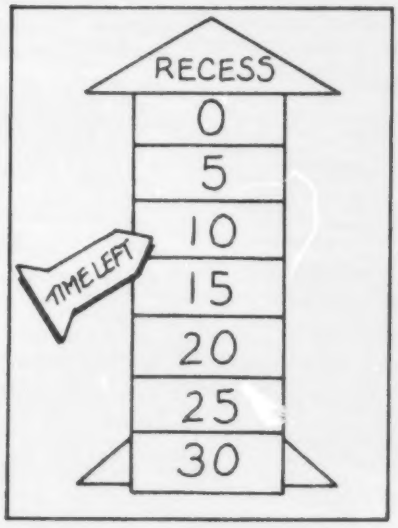
Teachers EXPRESS

THREE-IN-A-ROW GAMES

People of many different cultures play three-in-a-row games similar to tic-tac-toe. The games reinforce computation skills and logical thinking. "Three Men's Morris" is one such game.

To make the playing board for the game, begin by drawing a large square on cardboard. At the four corners and at the midpoint of each side of the square, draw in a small dot. Then draw two diagonal lines between the corners and two lines between the midpoints on each side. These lines divide the square into eight triangles. Finally, color in a dot in the middle of the square where the lines intersect.

This is a game for two players. Each player has three "counters" (buttons, stones, or bottle caps). Make certain that the players can recognize which counters belong to them. The players take turns placing one counter at a time on an empty point or dot, until all six counters are on the board. Then, each player in turn moves one of his or her counters one space along a line to the next empty point. Jumping over counters is not allowed. Each player tries to make a row of three counters and to block the other player from making a row. The first player to get all three counters in a row wins. *CLAUDIA ZASLAVSKY*



COUNTDOWN FOR RECESS

The recess rocket is a classroom aid I use to indicate how much time is left before blast-off (recess). To make it, all you need do is draw a rocket on cardboard, then section it into squares labeled 30 (at the bottom), 25, 15, 10, 5, and 0, with the word *recess* at the top. Make and staple a moveable arrow labeled "Time Left" and point it to the number of minutes before recess. If kids are disruptive, the arrow is moved down to indicate more time before recess.

KATHY DYKES

UNSCRAMBLING EGGS

This reading activity requires about a dozen plastic Easter eggs that are hollow and can be opened and closed back up, and tagboard of different colors. Begin by printing a sentence on one of the pieces of tagboard. Then cut up the sentence so each word is on a separate piece and place the cut-up sentence into one of the plastic eggs. Fill all of the eggs with sentences and then place the eggs in a basket.

Each child in a reading group then takes an egg and "cracks" it open to get to the sentence pieces. Then the children must arrange the pieces to make a logical sentence. *JUDY MEAGHER*

ANSWERS TO CAPTAIN QUEST'S CALENDAR QUIZ

Don't be an April fish

1. True. Angler fish can stretch their stomachs and midsections enough for them to eat fish larger than themselves.
2. True. Indian fish store enough water in their gills to allow them to live for a time out of the water.
3. False. But the archer fish can shoot and stun other fish with a strong stream of water it squirts from its mouth.
4. True. The blue whale.
5. True. Halibut, carp, and pike can all live to be 200.

Cosmic quiz

Armstrong, Aldrin, and Collins: first moon landing.
John Glenn: first American to orbit earth.
Crippen and Young: first flight of Columbia Space Shuttle.
Alan Shepard: first American in space.
Conrad, Kerwin, and Weitz: first to orbit in Skylab.
Edward White: first American to walk in space.

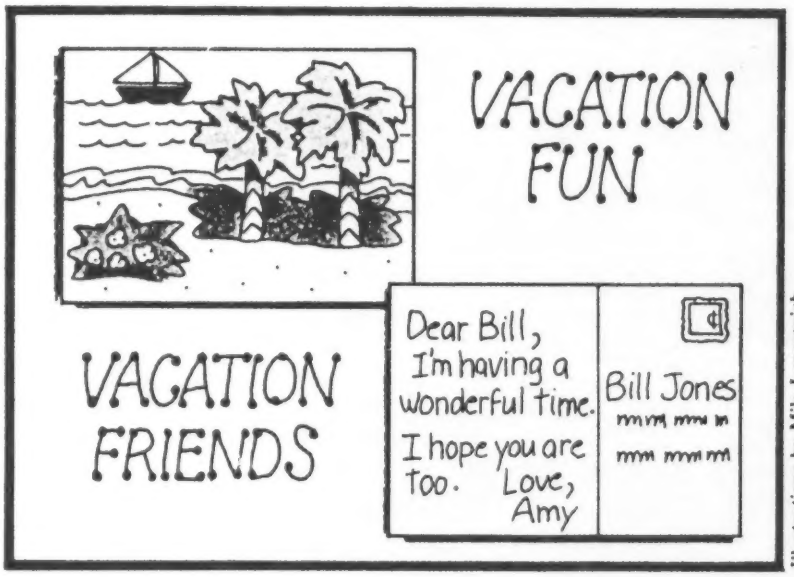
Easter egg espionage

1. Easter occurs on a different date from year to year.
2. Everyone is looking for a way to get rid of all those Easter eggs.
3. April 2, 1887, at the White House.

Teachers EXPRESS When you need a good idea overnight

EXPRESS TIP OF THE MONTH

Every spring on the last day of school I give each of my first graders a picture postcard. Each child writes out his or her address on the card, and the cards are put into a box. At the end of the day, before saying summer farewells, each child draws a postcard, which is addressed to a classmate. Then, during the first week of vacation, the children write messages to one another and put the cards in the mail. The children love to get mail during the summer. And this activity motivates some students to carry on the letter or postcard writing habit throughout the summer (illustration at right). *LINDA HENDRIX*



Illustrations by Mila Lazarevich

MAKE YOUR OWN MICROSCOPE SLIDES

When studying plants or nutrition, try making microscope slides with your class. I have found that students' interest in microscopes never wanes if they can observe slides of their own making. To observe the intricacies of a plant, we took a small leaf, flower, seed, or a thin slice of a fruit or vegetable for a specimen.

In the center of 1½" × 4½" cardboard strips we cut a small hole. We then placed the cardboard strips on clear, laminated paper and stuck the specimens to the paper through the holes in the cardboard. Next, we labeled each strip and wrapped the laminating paper completely around it.

After observing the specimens through the microscope, the students drew and labeled a likeness of the slide. Some of our slides, which we store in shallow cardboard boxes, have been used as long as two years and still look great under magnification. *EVELYN M. MARSHALL*

STARCH SEARCH

Any broad-leafed plant, such as a geranium, that can spare a leaf will show students how the sun helps green plants manufacture food. Tape a one-inch-wide strip of aluminum foil across the center of the leaf and place the plant on a sunny windowsill. After a few days remove the leaf and briefly soak it in ethyl alcohol to remove the chlorophyll. Rinse and dry it thoroughly and remove the foil. Drop some diluted iodine (about 10 parts water to one part iodine) on various parts of the leaf. Children will observe that the iodine on the uncovered parts turns purplish black, which indicates the presence of starch. Iodine placed on the part that was covered remains reddish brown, showing the absence of starch. Without sunlight, the leaf could not produce food. Have children sketch before and after pictures of the leaf, labeling the changes. Put diluted iodine on powdered starch, raw potato, instant potato flakes, white bread, and rice to reinforce this concept.

DOROTHY NEEDHAM

IN-THE-FUTURE DICTIONARY

In this language arts activity, my students create their own new vocabulary words of the future. Each word must have a vowel or a vowel sound in each syllable. The children must write the word, divide it into syllables, and mark the vowels and the accent. Next, they must tell what part of speech the word is, define the word, and draw a picture to illustrate the word. We then alphabetize our new words and put them together to make our futuristic dictionary.

Here's one example of a student's imaginative word: pexilen, pex-i-len, noun, A bug that has ten legs and three eyes. It has a red stripe down its back, like a racing stripe. The pexilen crawls on tomato plants and eats its leaves.

NANCY CAMARIGG

METRIC RECORDS

Believe it or not, I have found an enjoyable way for children to practice converting weights, temperatures, and other measurements into metric units.

Go to any book of records and find unique records of measurements for your class to convert. For example, the longest recorded fingernail was 24½" or 62.33 centimeters long. The smallest working violin is 2" or 5.08 centimeters long. The lowest temperature ever recorded outdoors was −126.9 degrees Fahrenheit or −52 degrees Celsius. Choose funny or amazing records that will get the students' interest. This will lead the class to computing records in different categories among themselves: longest hair, smallest feet, shortest pencil. . . . They'll have fun converting and keeping these facts, just for the record.

REBECCA FRIARY

CLASS SCRAPBOOK

A scrapbook of your students' creative work is a nice way to remember your class at its best. Collect the top essays, stories, poems, art, and letters by your students. (Each child should have at least one piece in the collection.) Ask each contributor to write a short autobiography. Then have an artistic student draw a cover, or work out a cover design as a class. Bind this together with string or yarn and you have your Scrapbook '83. My classes make one copy at the end of every year, and I keep these in my classroom. Students are honored to be represented in the book, and they love to return to my class to see and read their best work of that year.

JEAN ANTONY

v92 n9 p80-81, 84-86

58

REAL PEOPLE BOOK

To help children learn about the effects of the American Revolutionary War on people, and to help them develop writing and art skills, try making a "real people" book.

On different slips of paper, write the name of a common occupation in the 1760s (innkeeper, shopkeeper, farmer, politician, soldier) or a person's relation to a British or American soldier (child of a British soldier, husband or wife of a Revolutionary soldier). Each child draws a slip from a hat and "becomes" that person. The children research what their lives were like during that period and write brief sketches of daily life during the war. For example: "I am an innkeeper. Even though I support the Revolutionary army, I must let the British soldiers stay at my inn. I don't like to, but if I refuse them, I can be put in prison." Then the children illustrate their pages.

Gather the reports and make copies of them. Bind them with staples or yarn. Finally, each child can design and draw a cover for his or her book. This "real people" book helps students understand how war affects everyone in a country, not just the soldiers. *JANET SPAETH*

MOTHER'S DAY BOOKS

Your students can make their mothers front-page news for Mother's Day with this project. Start by making a small book by folding two pieces of white paper into quarters. Slit the folded tops to make a 16-page book. Each child puts a picture of mom on the cover of the book. It can be a photograph, drawing, painting—whatever the child wishes. The rest of the book is for artwork, stories, and messages dedicated to students' mothers. A piece of colored string tied around the middle of the book holds the pages together. *DAVID BLOOM*

SAY THANKS TO SCHOOL VOLUNTEERS

My students and I have a unique way to say thanks to all the volunteers and aides who help us in the classroom. We invite them to a box-lunch social at the end of the school year.

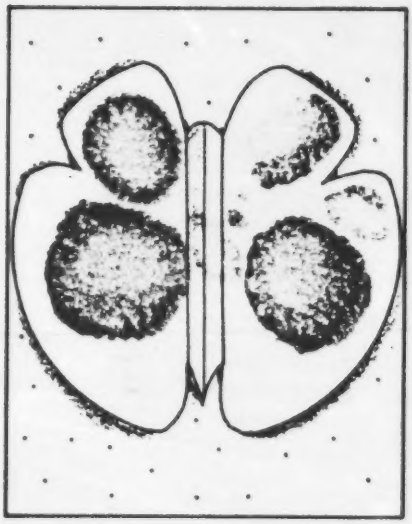
I start two weeks before the lunch by getting a supply of cake boxes from a local bakery. Each child decorates one of the boxes at school. I send a note home to parents, asking them to prepare a special box lunch for one of our volunteers. The lunches are packed in the decorated boxes. Then the students write a short profile of each helper. They include memories of the school year in these. I run off copies of the profiles and staple them together to make "thank you" booklets.

A week before the lunch, I send invitations to the volunteers. I then pair each child with an adult so the students know who they are bringing lunch for. If there are more children than adults, I include school secretaries, custodians, nurses, and other support staff. The children present the booklets before lunch and then eat with their "own" volunteer. *MARGARET JOHNSON*

Teachers EXPRESS

CHROMATOGRAPHY: AN ART-SCIENCE PROJECT

We often help children mix colors. Here is an art and science project that separates colors. The process is called chromatography, and it will fascinate kids of all ages. You need coffee filters cut into butterfly shapes; an eyedropper or paintbrush; red, yellow, and blue food colors; and water. Mix the food colors together to begin. The mixture will appear brown. Wet one of the cut filters and then drip some of the mixed colors on the filter, using the eyedropper or paintbrush. The colors will spread and separate as they soak into the filter, making a rainbowlike design. This happens because the molecules of some colors are heavier than others—so the water carries the colors at different speeds, creating the spectrum of color. *JUDITH REICHBACH*



FIGHT THE BULLETIN BOARD BLAHS

When you find yourself succumbing to the "bulletin board blahs," and every display you see lacks special appeal, try this alternative that's sure to perk up your classroom. All you need is a large bushel basket, which you can get from your local produce store. First, color the basket with bright spray paint. Then, using heavy rope, hang the basket upside down from the ceiling so it stands four or five feet off the ground. Fasten pictures, examples of children's work, seasonal decorations, or spelling words to the basket and you'll have an unusual, effective display. *JANE PRIEWE*

p84

EASY-TO-MAKE COMPUTER CARTS

Our school recently purchased three microcomputers. Because we have only a few computers, we wanted to put them on movable carts so they could travel from class to class. So we converted unused student desks into roving computer carts.

We started by bolting a 24-inch × 39-inch piece of plywood to the top of a desk and added wheels to the desk's legs. We attached one square inch of molding all around the edge of the plywood to prevent items from falling off the table. Next, we drilled four holes into the top of the plywood top to line up with the rubber "feet" of the computer in order to keep the computer stationary. The computers rest securely in the four holes, and there is plenty of room on either side of the computer for books, disk drives, and printers.

M.D. DePASCALE

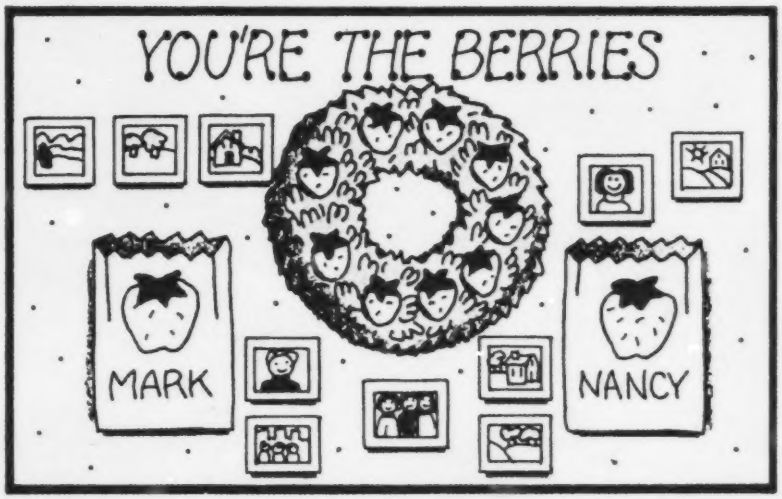
WORDS FOR SALE

Hold a classroom market with an unusual commodity: words. This word fair will give your students fun practice in using words in imaginative sentences. Each child is assigned a different letter. He or she thinks of about 40 words that begin with that letter, writing each one on a separate file card. Then give each child $20 in play money and open the fair. The students buy words from one another: the buying and selling continue until the children have bought all the words they want or can afford. All words cost a dollar, and the sales are restricted to one word beginning with each letter per child. The buyer's aim is to use as many of his or her purchases in sentences as possible. The sentences must be grammatically correct, but can be wildly imaginative. The child who uses the most words wins that round. Then you can begin the fair again. *HILARY DAVIS*

P85

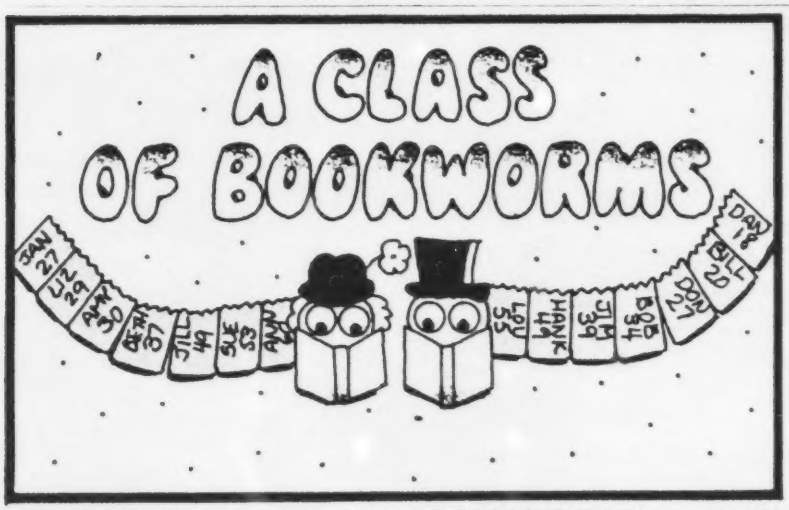
bulletin boards

YOU'RE THE BERRIES



Here's a bulletin board that builds students' self-esteem. I begin by taking a photograph of every child in my class. Each week, I spread the photos facedown on my desk and choose two from the group. These children are our "berries" of the week. I send a letter home to their parents, asking them to send in pictures, awards, and a positive letter to the class about their child. These are displayed, along with the photographs I took, on the board around a wreath of berries and under the title "You're the Berries." The two special children also each have a "berry bag," which I tack to the board. Their classmates fill the bags with notes, and I add a note to each bag, telling them why I enjoy having them as students. The rules are simple: the notes must be positive and the writers must sign their names. On Friday afternoon the "berries" take down their display and read the notes from their friends.

ALICE McCLELLAND



A CLASS OF BOOKWORMS

Celebrate the outside-of-class reading your students have done this year with this bulletin board. The two bookworms in this picture are made from brown construction paper. Label each section of the worms with the name of one of the children in your class. After the child's name, write the number of books he or she has read this school year. If you have made outside reading a competition, you can place the sections in order, with the child who has read the most books closest to the worm's head. The children can take their personal parts of the bookworm home with them at the end of the year.

RUTH NEIMEYER DALE

LISTENING SKILLS

We don't need television commercials to know that many children (and adults) do not listen very well. Telling students to "listen carefully" can quickly become a command so overused that even if they listen to it, students won't hear it. I have come up with some practical exercises for developing students' ability to concentrate on what they should be listening to and to block out extraneous noise.

I start these listening activities by reducing the noise level in the classroom—turning off fans and humming lights, closing doors. Then all the students put their heads down, close their eyes, and listen for half a minute to the many sounds still around us. We then talk about the background noise that is always there and how it can affect our paying attention to a friend, teacher, or parent—anyone who is talking to us and expecting us to listen. After that discussion we begin some of the specific listening activities.

—Pair your children up for team listening. One child talks for one minute. The listener must then repeat what he or she has heard. Reverse roles.

—Tape-record your students as they read and have them try to identify the voices when you play back the tape.

—Give oral directions for both written and physical activities. Children become "secret agents" and must listen carefully because instructions will be destroyed immediately.

—Have children keep a log of sounds heard on the way to school—night sounds, city sounds, sounds from a boat, and so on.

—Listen to classical music with your students and help them recognize recurring themes.

—Ask older children to practice critical listening skills by evaluating a speaker on radio, television, or tape.

—Read aloud a poem or story and ask students to recreate plot, character, or setting or to recognize the author's point of view through careful listening. Older students can listen for figures of speech such as alliteration, hyperbole, metaphor, and personification.

Listening is a skill that can be learned and honed.

ELLEN S. ALVIN